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ABSTRACT

This document is intended to be an authoritative compilation of frequently referenced basic facts concerning Allegany Community College (ACC) in Maryland. It is a statistical profile of ACC and the community it serves, divided into six sections: enrollment, students, faculty, community, support services, and general college related information. Included are: enrollment history and trends, enrollment demographics, attrition data, application/admission data, veteran enrollment data, adult education data, student academic load information, commencement history, follow-up data, post-college employment statistics, reasons for student selection of ACC, an induced work load matrix illustrating how students divide their course load between their major departments and other college departments, athletic records, a faculty profile, community demographics and population trends, analysis of the area labor force, county education data, selected results of a community survey, ACC financial aid program data, analysis of library materials usage, library finances and collection size information, physical plant and utilization data, college finances, significant changes at ACC, and presentation and discussion of institutional goals and objectives. A comprehensive index to the document is included. (Author/JDS)

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FACT BOOK

OFFICE OF INSTITUTIONAL RESEARCH
ALLEGANY COMMUNITY COLLEGE

2

JC 760 563

A. C. C.
FACT BOOK

a statistical profile of Allegany Community College and the community it serves

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ALLEGANY COMMUNITY COLLEGE
CUMBERLAND, MARYLAND

AUGUST 1976

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PREFACE

This is the first issue of the ALLEGANY COMMUNITY COLLEGE FACT BOOK. The purpose of this report is to offer brief and pertinent information on a wide variety of subjects of interest to the staff, faculty, and friends of Allegany Community College.

It is the intention of this document to bring together a considerable amount of basic data concerning Allegany Community College that is often not handy to the College administration and faculty when needed or oftentimes difficult and time-consuming to retrieve.

This ALLEGANY COMMUNITY COLLEGE FACT BOOK is to be an annual publication of current data concerning Allegany Community College, which will be revised annually by the Office of Institutional Research. New sections will be added and some sections included in this report may be deleted in successive editions in response to requests from the users of this data or potential users. Overall, it is the aim of the Institutional Research Office at A.C.C. to make this annual document a useful compilation and authoritative source of information concerning Allegany Community College.

The A.C.C. Fact Book is a reference document concerning the College and although a Table of Contents is included subsequent to this preface, a detailed and comprehensive index is provided at the end of this document to facilitate the process of reference.

The reader is encouraged to contact the Office of Institutional Research if (1) additional information on any of the multitude of topics in this report is desired, (2) any errors or inconsistencies in this document are discovered, (3) any suggestions for future sections or topics concerning the College that would be of value to the College and that should be included in next year's document are realized. We would also appreciate any general feedback on this document so that we can continously upgrade and improve it for the future.

SECTION I

ENROLLMENT RELATED INFORMATION

ENROLLMENT HISTORY OF THE COLLEGE

Table I summarizes the enrollment history of the College from the Fall semester 1961 to the Fall semester of 1976. As noted, the College has experienced an extremely rapid growth in enrollment during the years of its existence, beginning with a total enrollment of 102 students (39 full-time and 63 part-time degree-credit students) at the opening of the College in the Fall of 1961, to the present Fall enrollment total of 3,795 students; 1,287 full-time degree-credit, 545 part-time degree-credit, and 1963 non-credit students. As Table I indicates, the non-credit operation of the College began in the Fall of 1970 with an enrollment of 710 students and has expanded to the present enrollment of 1,963 students. The current non-credit phase of the College serves mostly the adult citizens of Allegany County, and the entire non-credit enrollment is part-time.

TABLE I

SUMMARY OF ENROLLMENT HISTORY OF ALLEGANY COMMUNITY COLLEGE FROM FALL 1961 TO FALL 1976

Year (Fall)	Full-time: Credit	Part-time: Credit	Non-Credit	Total
1961	39	63	0	102
1962	85	125	0	210
1963	138	121	0	259
1964	261	138	0	399
1965	408	207	0	615
1966	425	193	0	618
1967	353	187	0	540
1968	352	183	0	535
1969	518	321	0	839
1970	762	316	710	1,788
1971	895	354	906	2,155
1972	805	336	1,176	2,317
1973	795	399	1,619	2,813
1974	851	448	1,927	3,226
1975	1,080	549	2,376	4,005*
1976	1,287	545	1,963	3,795*

*Plus over 1,000 part-time students participating in community services to the equivalent of 5 semester hours each.

FIVE-YEAR STATISTICAL PROFILE OF FALL ENROLLMENT: 1971-1976

Table II presents a statistical profile of Allegany Community College Fall enrollment for the past six years in terms of the variables of full-time/part-time, sex, F.T.E. students*, F.T.E. faculty**, and in total. The graphs on the pages following Table IV isolate these selected variables and illustrate their behavior for the past six academic years.

Table III shows the percentage change in each variable from Fall semester to Fall semester.

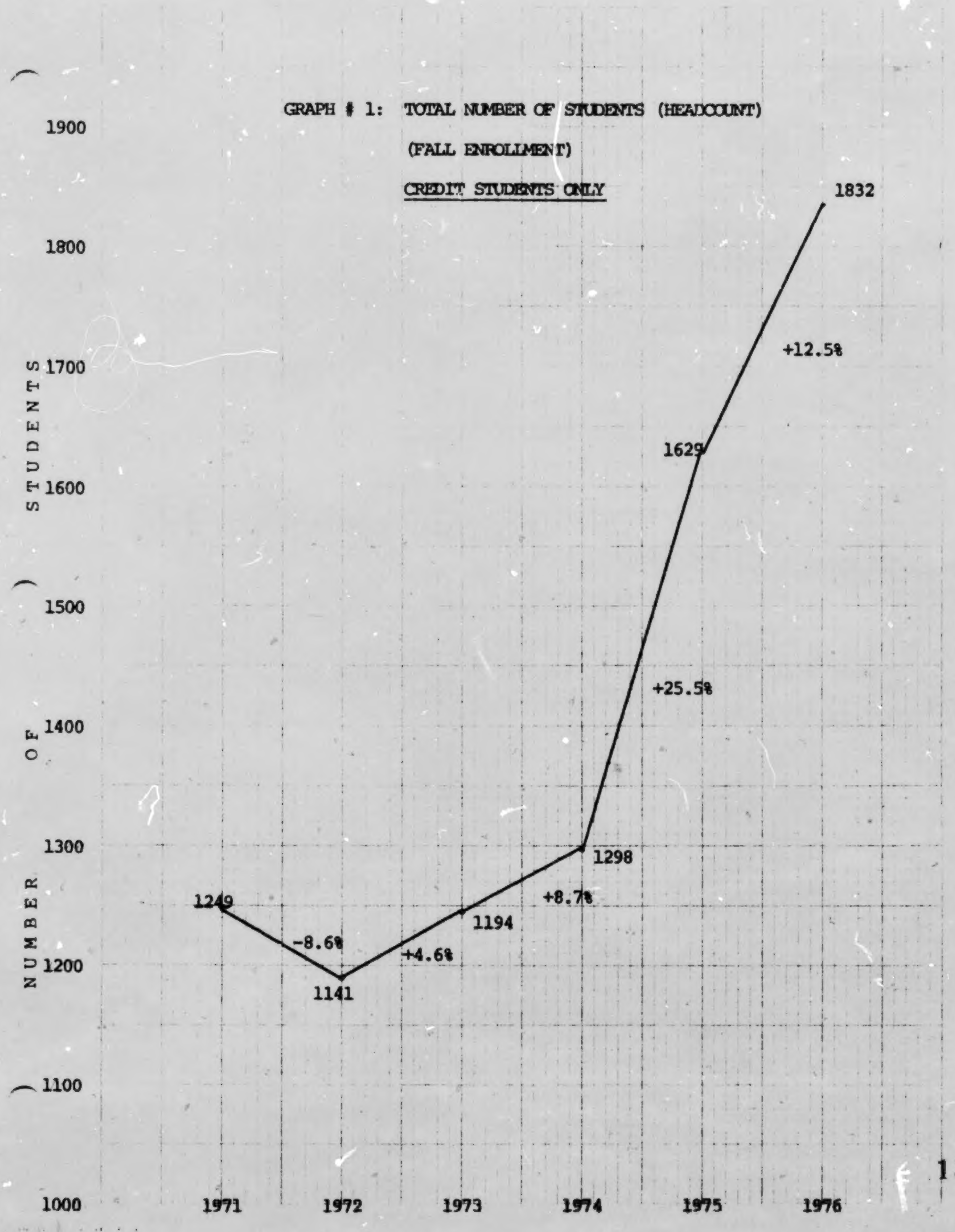
* The total number of full-time equivalent (F.T.E.) students per academic semester is determined by adding up the total number of credits taken by all students (full-time and part-time) and dividing this sum by 15.

** The total number of full-time equivalent (F.T.E.) faculty per academic semester is determined by taking the sum of all the credit hours for which both full-time and part-time faculty members are employed and dividing by 15.

TABLE II

FIVE-YEAR STATISTICAL PROFILE OF ALLEGANY COMMUNITY COLLEGE FALL ENROLLMENT

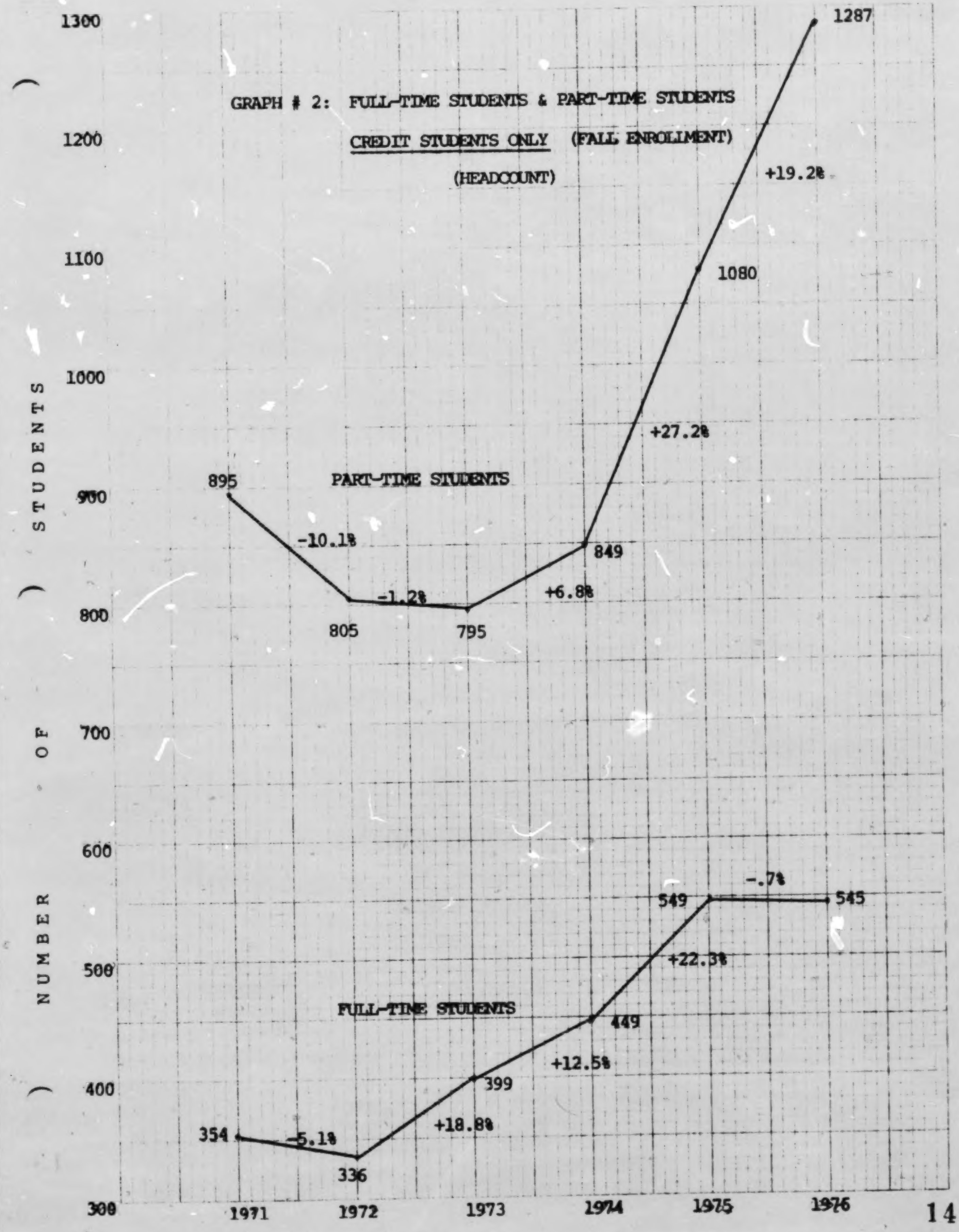
Academic Year	Total Number of Students (Head count)	Full-time Students	Part-time Students	Number of Male Students	Number of Female Students	F.T.E. Students	F.T.E. Faculty
1971-1972	1249	895	354	702	547	1261.33	54.13
1972-1973	1141	805	336	575	566	1106	64.5
1973-1974	1194	795	399	578	616	1172	82.2
1974-1975	1298	849	449	551	747	1126	85.7
1975-1976	1629	1080	549	730	899	1272.73	85.7
1976-1977	1832	1287	545	767	1067	1453.53	98.0



GRAPH # 1: TOTAL NUMBER OF STUDENTS (HEADCOUNT)

(FALL ENROLLMENT)

CREDIT STUDENTS ONLY



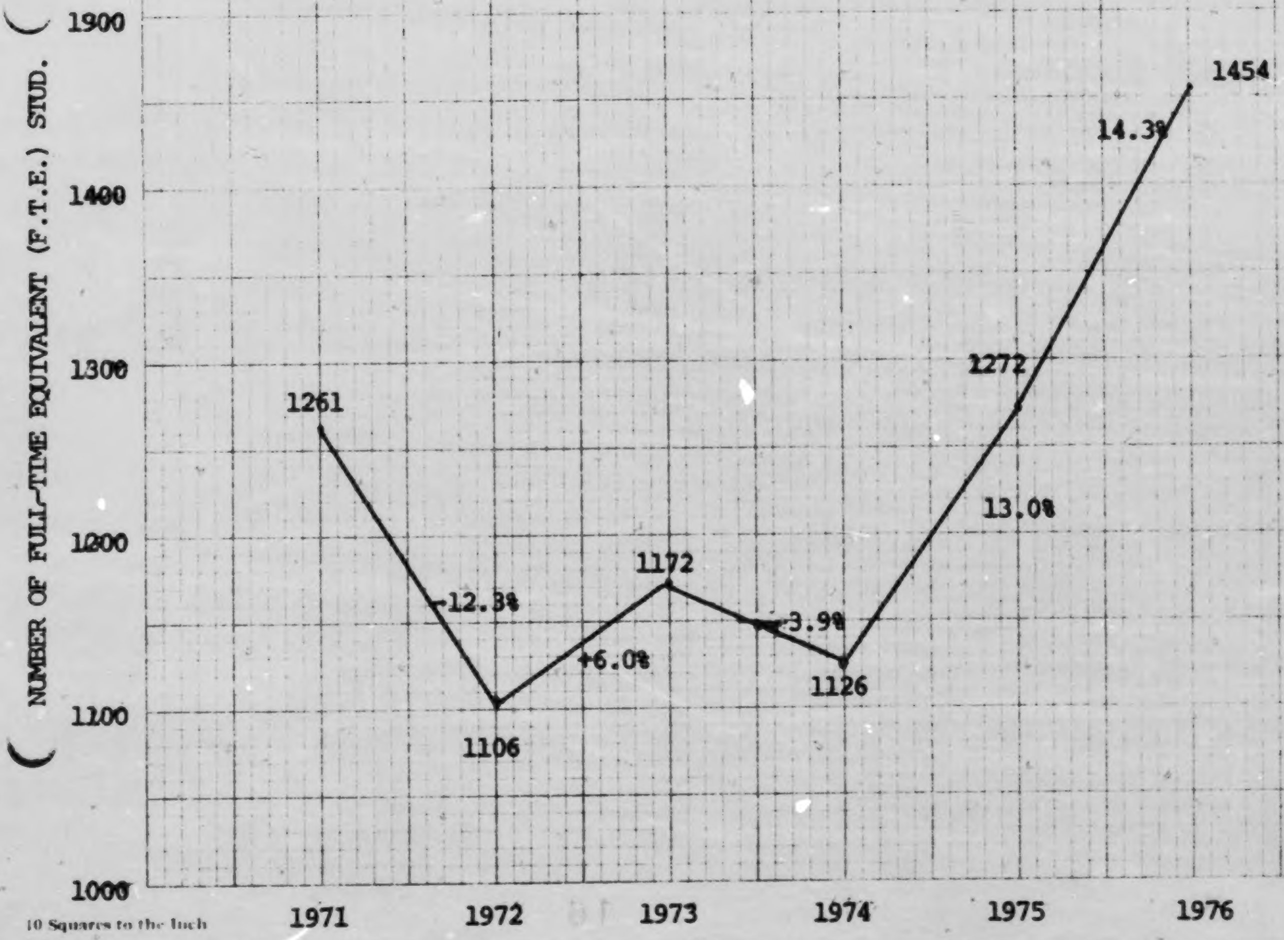
GRAPH # 2: FULL-TIME STUDENTS & PART-TIME STUDENTS

CREDIT STUDENTS ONLY (FALL ENROLLMENT)

(HEADCOUNT)

GRAPH # 3 FULL-TIME EQUIVALENT (F.T.E.) STUDENTS

(CREDIT STUDENTS ONLY) (FALL ENROLLMENT)



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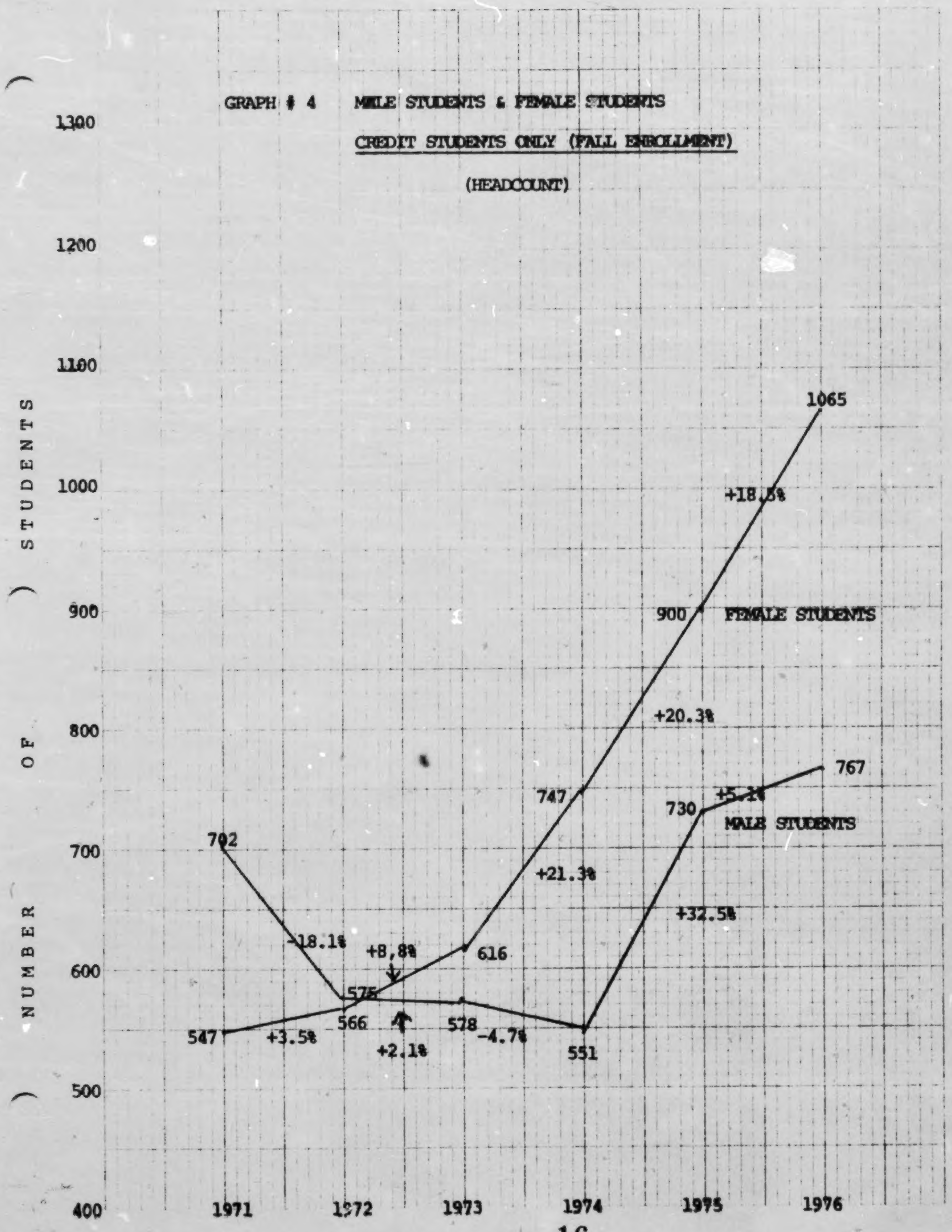
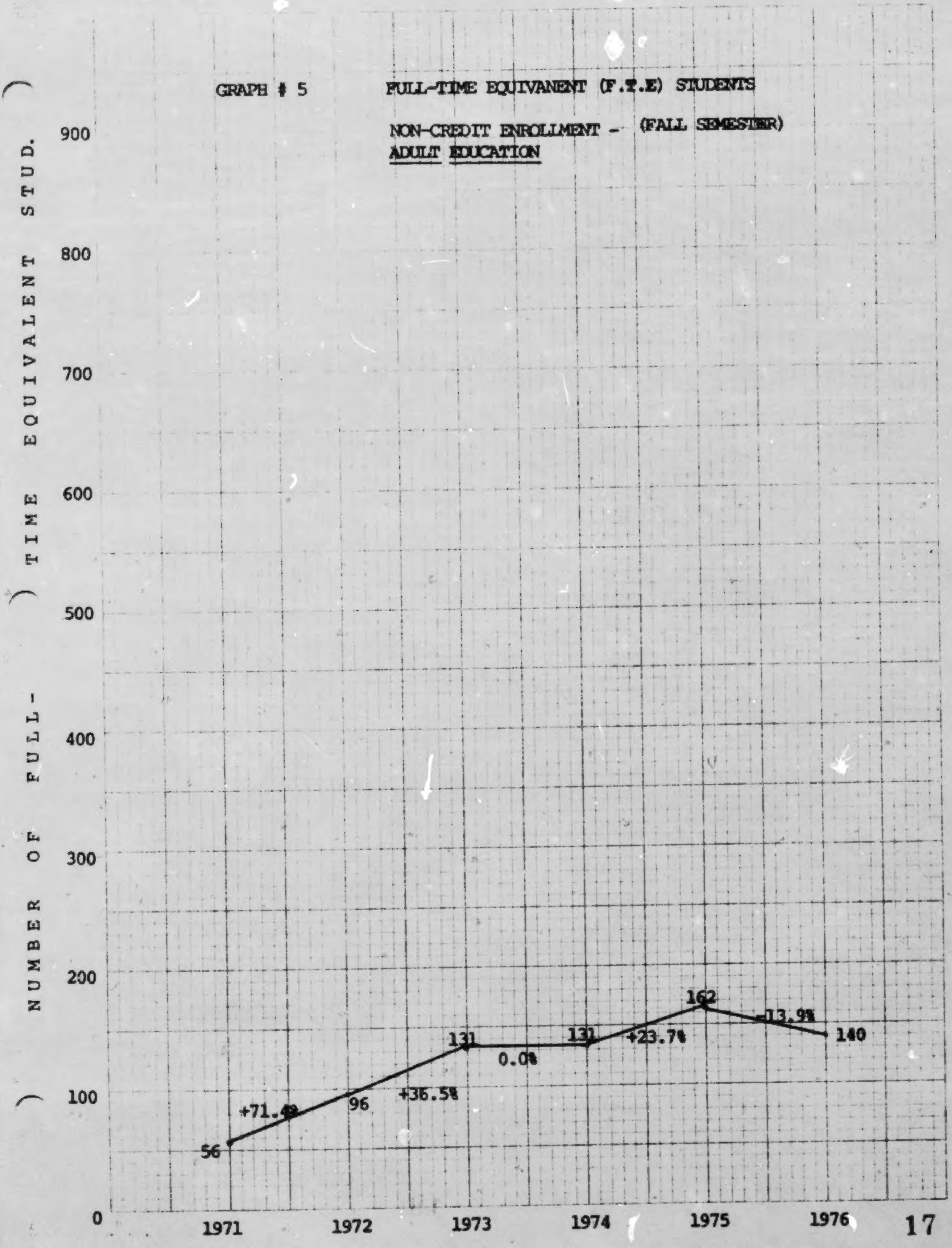
GRAPH # 4 MALE STUDENTS & FEMALE STUDENTS

CREDIT STUDENTS ONLY (FALL ENROLLMENT)

(HEADCOUNT)





GRAPH # 5 FULL-TIME EQUIVANENT (F.T.E) STUDENTS

NON-CREDIT ENROLLMENT - (FALL SEMESTER)
ADULT EDUCATION

TABLE III

PERCENT CHANGE IN ENROLLMENT (TOTAL, F.T.E. MALE: FEMALE, PART-TIME: FULL-TIME) FROM FALL SEMESTER TO FALL SEMESTER

Fall Semester	% Chnage in Total Enrollment (Headcount)	% Change in Total F.T.E. Students	% Change in Male Students	% Change in Female Students	% Change in Full-Time Students	% Change in Part-time Students
1972	-8.6%	-12.3%	-18.1%	+3.5%	-10.1%	-5.1%
1973	+4.6%	+ 6.0%	+ 2.1%	+8.8%	- 1.2%	+18.8%
1974	+8.7%	- 3.9%	- 4.7%	+21.3%	+ 6.8%	+12.5%
1975	+25.5%	+13.0%	+32.5%	+20.3%	+27.2%	+22.3%
1976	+12.5%	+14.3%	+ 5.1%	+18.5%	+19.2%	- .7%

GEOGRAPHICAL ORIGIN OF STUDENTS

Allegany Community College is a community college in the true sense, and as such, devotes the large majority of its services to Allegany County, Maryland, residents. Table V breaks down the Fall 1976 enrollment to illustrate the geographical origin of the College's students.

TABLE V

GEOGRAPHICAL ORIGIN OF STUDENTS - FALL 1976

(Credit Students Only)

ORIGIN	FULL-TIME		PART-TIME		TOTAL	
	N	%	N	%	N	%
Allegany County	1008	78.3	497	91.2	1505	82.2
Other Maryland Counties	169	13.1	22	4.0	191	10.4
Out-of-State	110	8.5	26	4.8	136	7.4
Total	1287	100.0	545	100.0	1832	100.0

As indicated, 82.2 percent of the total credit student body come from Allegany County, Maryland. The remaining twenty percent are about evenly divided between other Maryland counties and other states. The occurrence of out-of-county and out-of-state students is attributed to the location of the College within Allegany County, which is bordered by Washington and Garrett Counties of Maryland, and by the States of West Virginia and Pennsylvania (see map on page 125.)

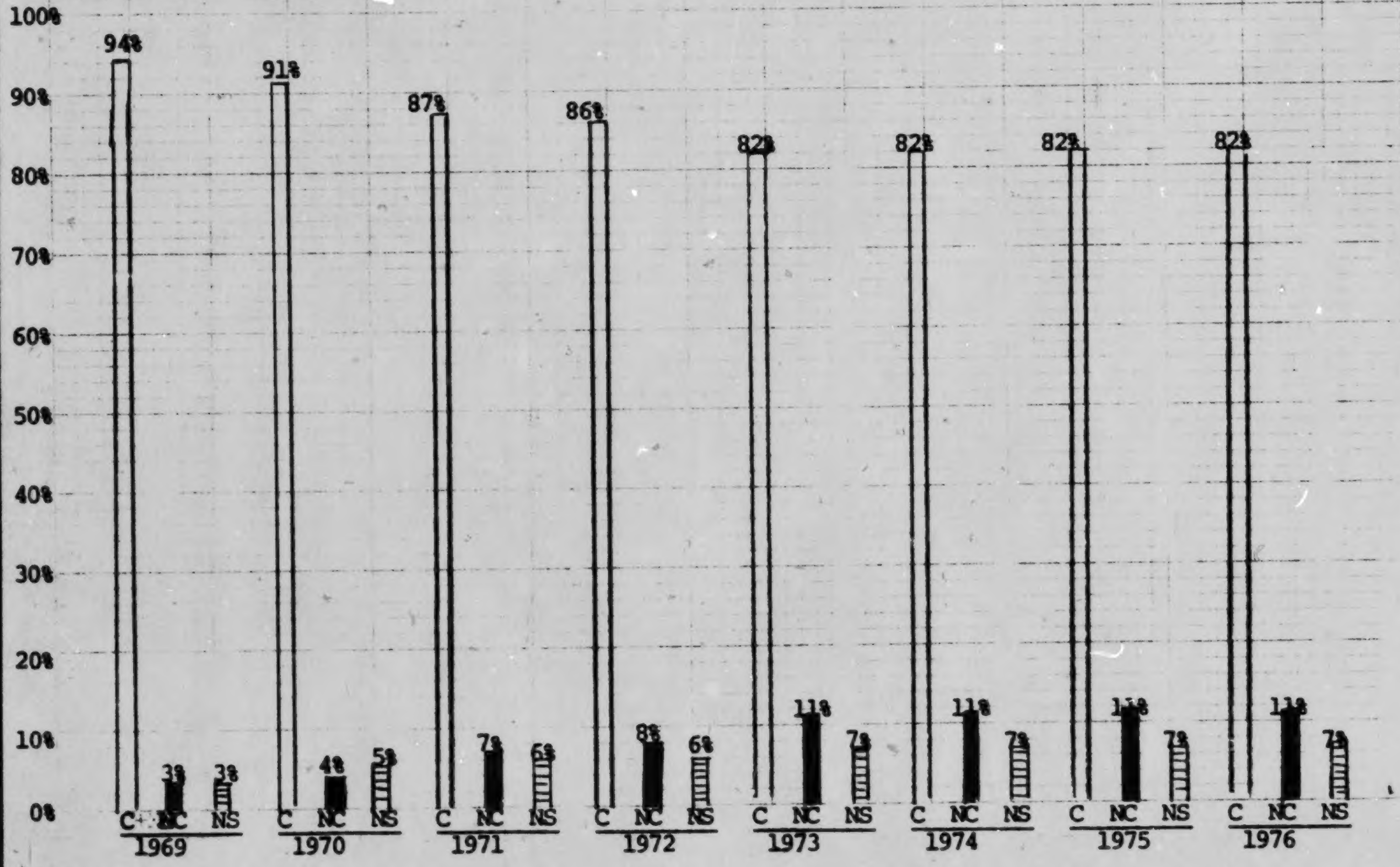
STUDENT ENROLLMENT BY RESIDENCE: COUNTY, NON-COUNTY, AND NON-STATE

The graph on the opposite page illustrates the percentage distribution of degree-credit students according to geographical origin for the Fall semesters of the years 1969 through 1976. As indicated, there exists a consistently large percentage of Allegany County students throughout these years. It can also be noted that a gradual increase in the percentage of non-county and non-state has ocurred since 1969. Data show that this steady but small increase in non-county/state students is due to the development of specialized career program offerings in recent years. Examples of these programs are nursing, dental hygiene, dental assisting, forestry, forest technology, mental health technology, medical laboratory technology and electromechanical technology.

The enrollment picture as illustrated in this graph is expected to remain relatively constant as it has for the past four fall semesters since the scope of the College as a community post-secondary institution will remain the same.

SUMMARY OF THE PERCENTAGE OF ALL CREDIT STUDENTS FROM FALL SEMESTERS 1969 TO 1976 SHOWING RESIDENCE OF ORIGIN

KEY: C= County (Allegany)
NC= Non-County (but within the state of MD)
NS= Non-State



ENROLLMENT BY

STATE OF RESIDENCE

FALL SEMESTER 1976

STATE OF RESIDENCE	TOTAL	FULL-TIME	PART-TIME
Alabama	1	1	
Alaska			
Arizona			
Arkansas			
California			
Colorado			
Connecticut			
Delaware	2	1	1
District of Columbia			
Florida	1		1
Georgia			
Hawaii			
Idaho			
Illinois			
Indiana			
Iowa			
Kansas			
Kentucky			
Louisiana			
Maine	1	1	
Maryland	1690	1172	518
Massachusetts	1	1	
Michigan			
Minnesota			
Mississippi			
Missouri			
Montana			
Nebraska			
Nevada			
New Hampshire			
New Jersey	1	1	
New Mexico			
New York			
North Carolina			
North Dakota			
Ohio	3	2	1
Oklahoma			
Oregon			
Pennsylvania	87	73	14
Rhode Island			
South Carolina			
South Dakota			
Tennessee			
Texas	1	1	
Utah			
Vermont			
Virginia	4	4	
Washington			
West Virginia	38	28	10
Wisconsin			
Wyoming			
American Samoa			
Canal Zone			
Guam			
Puerto Rico			
Trust Terr. Pacific Island	1	1	
Virgin Islands			
Foreign Countries	1	1	
UNKNOWN STATE			

FALL SEMESTER 1976

STUDENT BODY ENROLLMENT BY FAMILY INCOME: 1973-1974*

The influences of the economic data of the community the College serves can also be expected to be reflected in the student body of the College since, as previously indicated, the great majority (88.6%) of the student enrollment originates from within Allegany County. A summary of the family income classification of the 1973-74 degree-credit enrollment is presented in Table VII. As indicated, a total of 31.9 percent of the degree-credit student body come from families with incomes of less than $6000. A total of 58.7 percent come from families with incomes of less than $9000. These data indicate that a possible majority of the degree-credit students attending Allegany Community College have a median income less than the median income for Allegany County. Most definitely, the large majority of the College's degree-credit students are from families who earn less than the median income for the State of Maryland. (See "Income")

TABLE VII

SUMMARY OF DEGREE-CREDIT STUDENT FAMILY FINANCIAL CHARACTERISTICS — 1973-74 - ALLEGANY COMMUNITY COLLEGE

Income Range	Full-time		Part-time		Totals	
	N	%	N	%	N	%
$ 0 - 5,999	290	31.4	91	33.7	381	31.9
$ 6 - 8,999	250	27.1	70	25.9	320	26.8
$ 9 - 11,999	196	21.2	55	20.4	251	21.0
$12,000 and over	188	20.3	54	20.0	242	20.3
Totals	924	100.0	270	100.0	1,194	100.0

---

*Data of more recent academic years is not available for this type of analysis. However, it is felt that the breakdown presented in the table above would remain fairly consistent over the past three academic years in terms of the percentage presented for each of the income ranges.

ENROLLMENT BY AGE GROUP

Table VI presents a summary of the percent distribution of enrollment by age group for both semesters of the 1975-1976 academic year and the Fall semester of the 1976 academic year. As indicated, the majority (57.5%, 54.8% and 57.5% of the enrollment of the three semesters is within the 16-20 years group. This is expected since the majority of students pursuing post-secondary education in the country and in the State of Maryland are between 16 and 20 years of age. Table VI, however, does not include the age distribution for enrollment of the non-credit courses offered by the College since these data are not collected. It is obvious, however, that the enrollment of the non-credit area of the College consists of students from the upper age categories.

TABLE VI

SUMMARY OF PERCENT ENROLLMENT OF CREDIT STUDENTS BY AGE GROUP FOR FALL SEMESTER AND SPRING SEMESTER 1975-1976

Credit Student Age Groups (years)	% Fall 1975	% Spring 1976	% Fall 1976
16 - 20	57.7	54.8	57.5
21 - 25	20.3	20.9	19.0
26 - 30	8.2	9.2	9.9
31 - 35	5.4	5.6	5.4
36 - 40	3.3	4.0	3.1
Above 40	5.0	5.7	4.9

AGE BREAKDOWN

Fall Semester, 1976

Age	Full-Time Male	Full-Time Female	Part-Time Male	Part-Time Female	Total Students
16	0	0	1	4	5
17	43	72	8	7	130
18	162	228	6	12	408
19	116	158	10	30	314
20	63	83	19	13	178
21	21	40	12	26	99
22	27	29	18	21	95
23	22	14	6	14	56
24	13	16	7	13	49
25	21	8	6	8	43
26	11	7	16	10	44
27	10	4	8	7	29
28	16	5	16	11	48
29	4	8	12	11	35
30	3	2	9	9	23
31	3	6	4	6	19
32	1	3	3	15	22
33	4	2	6	16	28
34	0	4	3	11	18
35	1	4	4	2	11
36	0	2	2	8	12
37	1	4	0	7	12
38	1	2	5	10	18
39	0	3	1	2	6
40	0	1	1	5	7
41	2	2	1	1	6
42	2	2	0	4	8
43	2	1	0	2	5
44	0	4	3	4	11
45	1	2	0	3	6
46	1	0	1	2	4
47	1	2	1	4	8
48	1	0	1	7	9
49	0	0	0	1	1
50	0	0	1	3	4
51	0	0	0	4	4
52	0	1	0	3	4
53	0	0	1	1	2
54	0	0	0	3	3
55	0	1	0	1	2
56	0	0	1	1	2
60	0	0	0	1	1
61	0	0	0	1	1
62	1	0	0	3	4
65	0	0	1	0	1
68	0	0	0	1	1
70	0	0	0	1	1
73	0	0	1	0	1
Totals	554	720	195	329	1798

*34 birthdates were rejected for numerous reasons.

CREDIT ENROLLMENT BY SEX

Table 2 illustrates the percentage distribution of enrollemnt by sex in the College's degree-credit courses. As illustrated, the majority (56.2%) of credit enrollment in the Fall of 1971 consisted of male students. A substantial change in the percentage distribution has occurred throughout the years bringing the distribution to a majority (58.1%) of women in the Fall of 1976. This change is the result of an increasing number of women pursuing post-secondary education, as well as the development within the College of certain career programs that are attractive to women — i.e., Nursing, Secretarial Science, Dental Hygiene, and Dental Assisting.

TABLE 2: CREDIT ENROLLMENT BY SEX

Fall Semester	Male Students		Female Students	
	#	%	#	%
1971-1972	702	56.2%	547	43.8%
1972-1973	575	50.4%	566	49.6%
1973-1974	578	48.4%	616	51.6%
1974-1975	551	42.4%	747	57.6%
1975-1976	730	44.8%	899	55.2%
1976-1977	767	41.9%	1,065	58.1%

CREDIT AND CONTACT HOURS
BY
DAY AND EVENING
FALL SEMESTER 1976

	Credit Hours		Contact Hours	
	#	%	#	%
Before 5:00 PM	15,495	71.1	20,592	66.8
After 5:00 PM	6,308	28.9	10,225	33.2
Grand Total	21,803	100.0	30,817	100.0

ATTRITION DATA

Table XI on the following page presents a SUMMARY CHART from a comprehensive attrition study examining the Fall Semester to Spring Semester attrition experienced at Allegany Community College in the 1975-76 academic year.* By reading the chart down the columns, the reader can examine the percent attrition for any particular segment studied and the reasons given by the students in this particular segment for not returning to A.C.C. in January, 1976. By reading the chart across the rows, the reader can note how each particular reason cited by the respondents correlated with the segments involved in this study.

Overall the fall to spring attrition rate for A.C.C. was 20.9 percent with the primary reason cited for not returning to the College for the spring semester being that students had "completed course requirements for a degree or certificate." Note however, that this reason was only indicated by 12 percent of the total responses to this survey question ("Please indicate the reason(s) why you did not return to A.C.C. this semester." The choices allowed for selection are indicated in the quotations in the rows of the SUMMARY CHART).

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*This complete study is available upon request of the Office of Institutional Research.

TABLE XI

SUMMARY CHART

All Numbers in the Chart Below are Percentages

Response Groups / Major Reasons Given	Total	All Male	All Female	Full-Time	Part-Time	GPA Less Than 2	GPA Greater Than 2	Age 17-19	Age 20-25	Age 26-30	Age Over 30
Attrition Rate of Responses Gr.	20.9	21.9	20.0	14.2	34.1	N.A.	N.A.	12.3	25.1	33.8	31.3
"Completed Course requirements for a degree or certificate"	12.0	8.8	13.6	16.2	9.6	0.0	17.2	0.0	23.0	6.3	7.3
"Financial Problems"	11.1	12.5	11.9	16.2	9.6	14.8	10.9	9.7	14.9	15.6	4.8
"Entered job market"	11.1	10.0	12.7	19.1	6.1	13.0	10.2	12.9	13.5	3.1	11.9
"Achieved Educational Goals"	11.1	7.5	11.0	4.4	14.0	5.6	12.5	0.0	5.4	12.5	26.2
"Transferred to a four-year college or university"	9.2	8.8	8.5	13.2	7.0	0.0	13.3	9.7	12.2	12.5	2.4
"Other"	19.4	22.5	18.6	8.8	25.4	29.6	14.8	29.0	9.5	28.1	21.4
Were satisfied with educational experiences at ACC	91.2	89.4	95.5	91.7	93.7	94.2	89.7	92.0	94.6	92.3	91.2
Plan to return to ACC	45.8	46.3	48.2	34.7	53.8	46.3	47.5	34.6	43.6	50.0	61.3

STATE REPORT BY HOURS

FALL SEMESTER, 1976

Hours Carried	State Total	County Total	Other County	Other States	Grand Total
25					
24					
23					
22					
21				1	1
20	2	2			2
19	15	10	5	9	24
18	32	26	6	7	39
17	99	87	12	20	119
16	206	170	36	19	225
15	214	181	33	12	226
14	159	133	26	16	175
13	187	157	30	12	199
* 12	263	242	21	14	277
11	21	18	3	1	22
10	46	41	5	2	48
9	56	53	3	5	61
8	35	32	3	2	37
7	41	41		2	43
6	90	89	1	8	98
5	15	13	2		15
4	40	39	1	1	41
3	157	155	2	5	162
2	11	10	1		11
1	7	6	1		7
TOTAL	1,696	1,505	191	136	1,832
F.T.E. TOTAL	1,329.33	1,152.87	176.47	124.20	1453.53

*Dividing line in number of hours carried for determination of status for a full-time student (12 or more credit hours) and a part-time student (less than 12 credit hours.)

MINORITY ENROLLMENT
TABLE IX
ENROLLMENT BY RACE: FALL 1976
AMERICAN

	Asian	Black	Hispanic	Indian	White	Foreign	Race Unknown
Full-Time	3	27	0	3	1,248	2	4
Part-Time	1	10	0	0	533	0	1
TOTAL	4	37	0	3	1,781	2	5
% of Fall Enrollment	0.2	2.0	0.0	0.2	97.2	0.1	0.3

	Total #	% of Fall Enrollment
ACC MINORITY ENROLLMENT	51	2.8%

TABLE X
COMPARISON OF 1973, 1974, 1975 AND 1976
BLACK STUDENT FALL ENROLLMENT

Fall Enrollment	Full-Time	Part-Time	Total	Percent of Total Enrollment
1973	16	5	21	1.8%
1974	13	13	26	2.0%
1975	21	5	26	1.6%
1976	27	10	37	2.0%

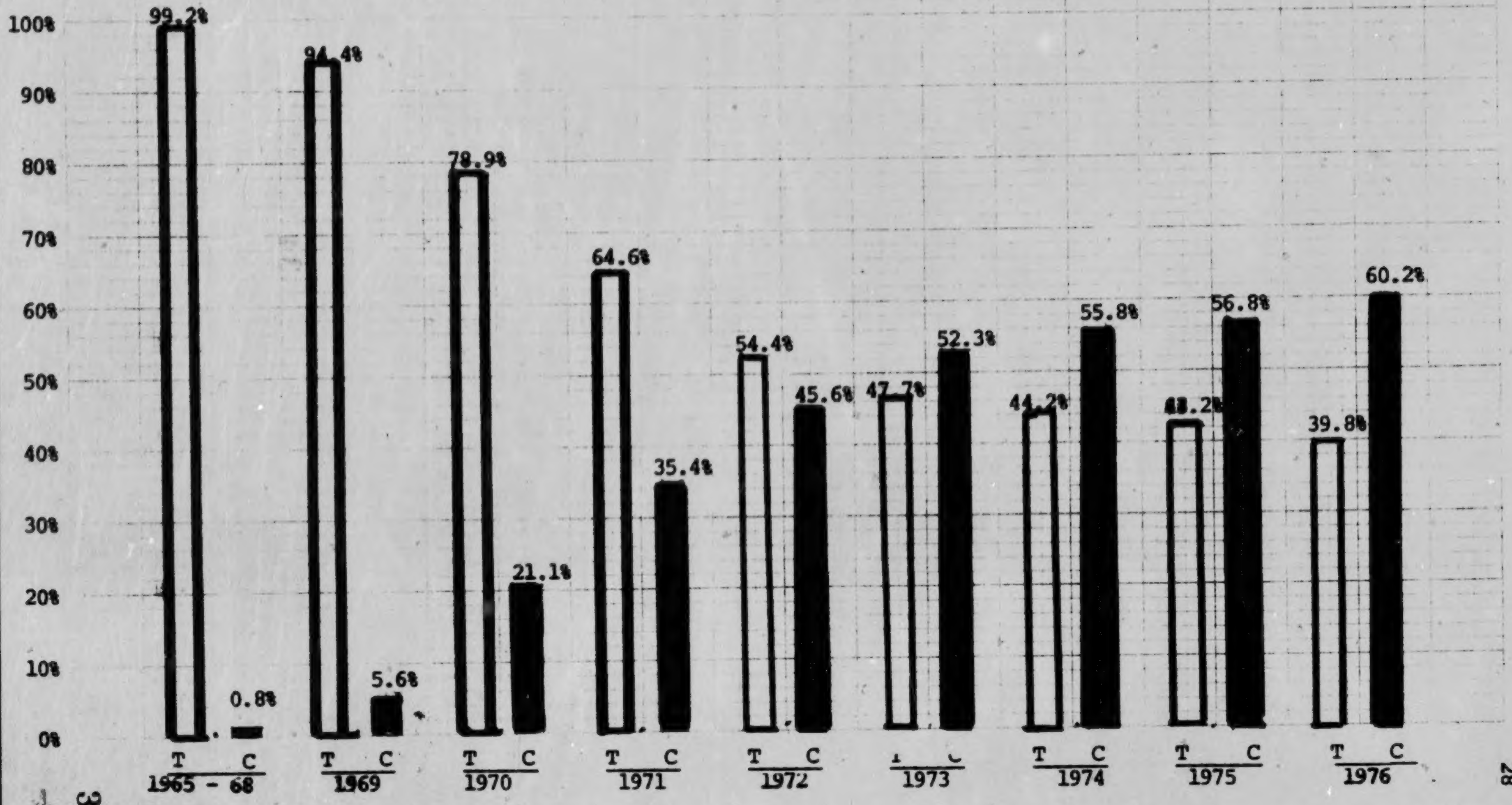
ENROLLMENT BY PROGRAM TYPE (CAREER vs TRANSFER)

The summary of the percentage distribution of enrollment by curriculum or major field is presented in Figure 4. As illustrated, the relative percentage of career program (C) majors has increased consistently since 1969. In the years prior to 1970, the College was located in temporary and limited facilities and could offer only transfer curricula. In 1970, the College was relocated to a comprehensive physical plant which was designed to allow the development of specialized career curricula to serve the needs of the community. The career curricula increased in enrollment throughout the years since 1970. It should also be noted that the enrollment in the academic or transfer curricula (T) has also consistently increased.

Please note that the enrollment in adult and continuing education has not been included since a major curriculum is not applicable in this area.

SUMMARY OF PERCENTAGE ENROLLMENT BY PROGRAM TYPE (CAREER VS. TRANSFER) FOR FALL SEMESTERS, 1965 - 1976

KEY: C= Career
T= Transfer



ENROLLMENT BY CURRICULUM

Table VIII presents a detailed analysis of the enrollment by individual curriculum* of Allegany Community College form the Fall Stemester (1st) of 1965 to the Fall Semester (1st) of 1976. The introduction of many new curricula and the expansion of existing programs can be seen by following the table across the years from left to right.

The reader can see that in general the Fall Semester enrollment (for individual curriculums and in total) is larger than the Spring Semester enrollment for that same academic year. This tends to be the norm in the history of two-year college enrollments. (However, note that in the 1968 1969 academic year, the 1974-1975 academic year, and the 1975-1976 academic year, this was not the case.)

The last row gives the total number of full-time equivalent (FTE) students that were enrolled that semester.** One can note that as individual curriculums have generally increased their enrollment of students from fall to fall, so have the total number of students (headcount) and the total number of F.T.E. students done likewise.

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* Technically, not all of the listings under the "CURRICULUM" heading in Table VI are "curriculums". For example, "special", "unassigned", "transcient students", "early placement" and "fundamentals program", are more "categories" of students usually defined in the College catalog for the purposes of classifying students for admission or academic standing.

** For a definition of F.T.E. students, see page 6.

ENROLLMENT BY CURRICULUM: FALL SEMESTER (1st) 1965 - FALL SEMESTER (1st) 1976

CURRICULUM	1965/66		1966/67		1967/68		1968/69		1969/70		1970/71		1971/72		1972/73		1973/74		1974/75		1975/76		1976/77	
	1st	2nd	1st	2nd	1st	2nd	1st	2nd	1st	2nd	1st	2nd	1st	2nd	1st	2nd	1st	2nd	1st	2nd	1st	2nd	1st	2nd
Special	144	114	98	56	75	104	60	122	82	89	81	58	69	86	100	107	121	124	156	197	207	297	218	
Arts and Sciences	147	142	161	140	125	120	127	118	104	90	134	132	145	130	106	81	63	54	42	43	50	42	48	
Automotive Technology											5	8	21	15	24	28	25	23	23	28	48	41	35	
Auto Service Tech.															11	9	6	2	4	3		3	5	
Biology																							7	
Business Administration	87	69	83	61	81	69	68	64	62	60	91	81	94	105	96	100	98	99	77	93	106	106	112	
Business Training Certificate																	4	6	4	3	7	9	5	
Chemical Technology	8	6	5	4	3	1	6	4	3	4	4	4	3		1		2	2	3	4	4	7	4	
Data Processing																								
Dental Hygiene									1	2	25	27	53	53	68	68	79	76	84	78	85	89	64	
Drama																							1	
Pre-Dental Hygiene																	11	17	32	31	52	44	55	
Dental Assistant															7	5	20	14	16	13	23	22	30	
EDP Technology															17	16	22	21	36	33	42	33	47	
EDP Computer Science															7	6	6	4	3	5	7	6	14	
EDP Operator Program													7	8	16	10	3	3	4	3	1	2	2	
Electro-Mechanical Tech.																	4	5	23	22	32	32	32	
Pre-Electro-Mech. Tech.																							0	
Engineering	47	26	30	23	27	22	28	23	30	32	55	43	37	26	19	21	20	16	17	20	21	25	24	
Engineering Technology									1	1	1	1	2	5	1		1	1					3	
Pre-Dental Assistant																	3	6	6	5	5	6	8	
Forestry									7	8	14	17	38	29	28	20	29	29	25	22	34	29	30	
Forestry Technology										2	7	8	25	26	63	56	59	59	63	66	74	74	84	
Fundamentals Program													266	148					192	166	233	215		
General Studies	176	136	214	202	223	197	179	199	207	168	256	204	234	232	279	286	272	215	214	238	212	216	209	
Horticulture																							4	
Journalism																							5	
Law Enforcement Training Program									21	13	10	8	4	15	11	6	11	10	16	17	21	28	35	
Management Training Program			2	1	2						1		1	1									0	
Medical Lab Technology																	13	15	25	21	25	22	18	
Pre-Medical Lab Technology																		4	4	7	24	23	28	
Mental Health Tech.																	25	25	52	48	65	67	61	
Pre-Mental Health Tech.																	9	18	22	21	32	27	26	
Pre-Pharmacy																							3	
Media Technology																							33	
Mental Health Aide																					1		0	
Nursing									43	39	81	83	138	143	176	166	156	145	118	128	81	124	99	

ENROLLMENT BY CURRICULUM: FALL SEMESTER (1st) 1965 - FALL SEMESTER (1st) 1976 - CONTINUED

CURRICULUM	1965/66		1966/67		1967/68		1968/69		1969/70		1970/71		1971/72		1972/73		1973/74		1974/75		1975/76		1976/77	
	1st	2nd	1st	2nd	1st	2nd	1st	2nd	1st	2nd	1st	2nd	1st	2nd	1st	2nd	1st	2nd	1st	2nd	1st	2nd	1st	2nd
Practical Nursing																							32	
Pre-Nursing																	34	50	96	80	153	101	142	
Quality Control Tech.	6	5	5	1	4	3	2	1	1			1	3	3	4	3	4	4	4	7	2	5	3	
Recreational Leadership																					35	41	44	
Secretarial Science									10	16	41	48	67	72	75	67	66	67	72	77	91	91	76	
Secretarial Science Cert. Program																					17	14	17	
Teacher Aide																				1			0	
Social Work																							10	
Teacher Education									14	15	20	27	39	26	31	18	18	20	14	16	23	25	27	
Transient Students																	2		3	5	5	10		
Early Placement												1		4		3	9	15	26	33	44	44		
Unassigned									28	12	4	4	3	1	1	1			2					
Total Students	615	498	598	488	540	516	535	560	839	744	1078	966	1249	1128	1241	1077	1195	1151	1208	1382	1629	1730	1832	
Total F.T.E. Students			480	394	436	385	431	409	646	573	908	802	1009	879	918	851	938	898	992	1017	1273	1269	1454	

APPLICATION, ACCEPTANCE, AND ADMISSION:

FALL SEMESTER 1976

A total of 907 students (311 male and 541 female) applied for admission to Allegany Community College for the fall semester of 1976. Of these 907 who applied for admission, 897 or 98.9% were accepted for admission to ACC. Of those 897 who were accepted for admission by the College, 782 or 87.2% actually enrolled for the fall semester.

The table on the opposite page and the table below provide a thorough breakdown of this process of application, acceptance, and admission for the fall semester 1976 utilizing the factors of race, sex, and residence of the student.

Fall Semester Admission Process	Applied to ACC for Admission	Accepted by ACC for Admission		Enrolled at ACC Fall Semester, 1976	
Total and Breakdowns	#	#	% of Those that Applied	#	% of Those that were Accepted
Total	907	897	98.9	782	87.2
Male	366	362	98.9	334	92.3
Female	541	535	98.9	448	83.7
County	663	654	98.6	603	92.2
Out of County	139	138	99.3	99	71.7
Out of State	105	105	100.0	80	76.2
White	875	865	98.9	757	87.5
Black	24	23	95.8	19	82.6
Other Minority/Race Unknown	8	8	100.0	6	75.0

APPLICATION, ACCEPTANCE, AND ADMISSION:

FALL SEMESTER 1976

Students by Race and Sex	Black		Indian		Asian		Hispanic		White		Other/ Race Unknown		Total	
tudents by esidence	Male/Female		Male/Female		Male/Female		Male/Female		Male/Female		Male/Female		Male/Female	
llegany County														
Applied	10	5	0	1	2	1	0	0	269	374	0	1	281	382
Accepted	10	5	0	1	2	1	0	0	265	369	0	1	277	377
Enrolled	7	5	0	0	2	1	0	0	252	335	0	1	261	342
ut of County *														
Applied	1	0	0	0	0	0	0	1	44	91	0	2	45	94
Accepted	1	0	0	0	0	0	0	1	44	90	0	2	45	93
Enrolled	1	0	0	0	0	0	0	1	39	57	0	1	40	59
ut of State														
Applied	7	1	0	0	0	0	0	0	33	64	0	0	40	65
Accepted	7	1	0	0	0	0	0	0	33	64	0	0	40	65
Enrolled	5	1	0	0	0	0	0	0	28	46	0	0	33	47
rand Totals														
Applied	18	6	0	1	2	1	0	1	346	529	0	3	366	541
Accepted	18	5	0	1	2	1	0	1	342	523	0	3	362	535
Enrolled	13	6	0	0	2	1	0	1	319	438	0	2	334	448

* But within State

VETERANS

The following Table illustrates the history of the veteran student at Allegany Community College from the Fall of 1972 to the Spring of 1976. Since the Spring of 1973, the veteran population at A.C.C. has remained fairly consistent in terms of its percentage of the semester enrollment ranging from a low of 10.1 percent of the Fall enrollment of 1973 to a high of 12.8 percent of the Spring enrollment of 1975.

For the past seven semesters at A.C.C. (from the Spring of 1973 to the Spring of 1976) the average number of full-time veterans has been 98.9 while the average number of part-time veterans has been 56.6.

VETERAN ENROLLMENT AT ACC

	FALL 72	SPRING 73	FALL 73	SPRING 74	FALL 74	SPRING 75	FALL 75	SPRING 76
TOTAL ON G.I. BILL		177	184	193	192	247	255	271
NUMBER OF VETERANS	108	131	131	140	124	179	188	204
NON-VETERANS ON G.I. BILL		46	53	53	68	68	67	67
FULL-TIME VETERANS		96	76	94	77	116	119	114
PART-TIME VETERANS		38	55	46	40	63	64	90
VETERANS AVERAGE AGE			23			26	28	28.8
VETERANS AVERAGE CREDITS				11.42		11.1	11.1	10.6
VETERANS AVERAGE CUMULATIVE GPA				2.60		2.51	2.52	2.51
100 RANDOM NON-VETERAN CUMULATIVE GPA							2.63	2.54
MARRIED VETERANS			60	70		109	114	122
SINGLE VETERANS			71	70		68	57	80
VETERANS ON TUTORIAL ASSISTANCE		1	1	1	5	5	12	7
VETERANS ON REMEDIAL/REFRESHER COURSES		9		13	6	20	29	27
VETERAN POPULATION ON ACC CAMPUS (%)		10.6	10.1	12.4	10.5	12.8	11.1	12.1
INCREASE IN NUMBER OF VETERANS (%)								8.5
INCREASE IN ACC CAMPUS POPULATION								50
PERCENTAGE OF VETERANS IN TOTAL POP. INCREASE								32

ADULT EDUCATION

The 1975-1976 year is the sixth year of operation of Allegany Community College's Adult Education Program. This past 1975-1976 academic year saw enrollment and the number of course offerings once again establish a new record high, as adults of all ages, from all over the tri-state area, attended the 13 adult centers throughout the county.

This growth is evidenced by the following statistical enrollment data for past and current years of operation. Figures are given in rounded numbers:

1970-71	100 class offerings	enrollment 1500
1971-72	150 class offerings	enrollment 1900
1972-73	175 class offerings	enrollment 2800
1973-74	200 class offerings	enrollment 3200
1974-75	220 class offerings	enrollment 3500
1975-76	240 class offerings	enrollment 4400

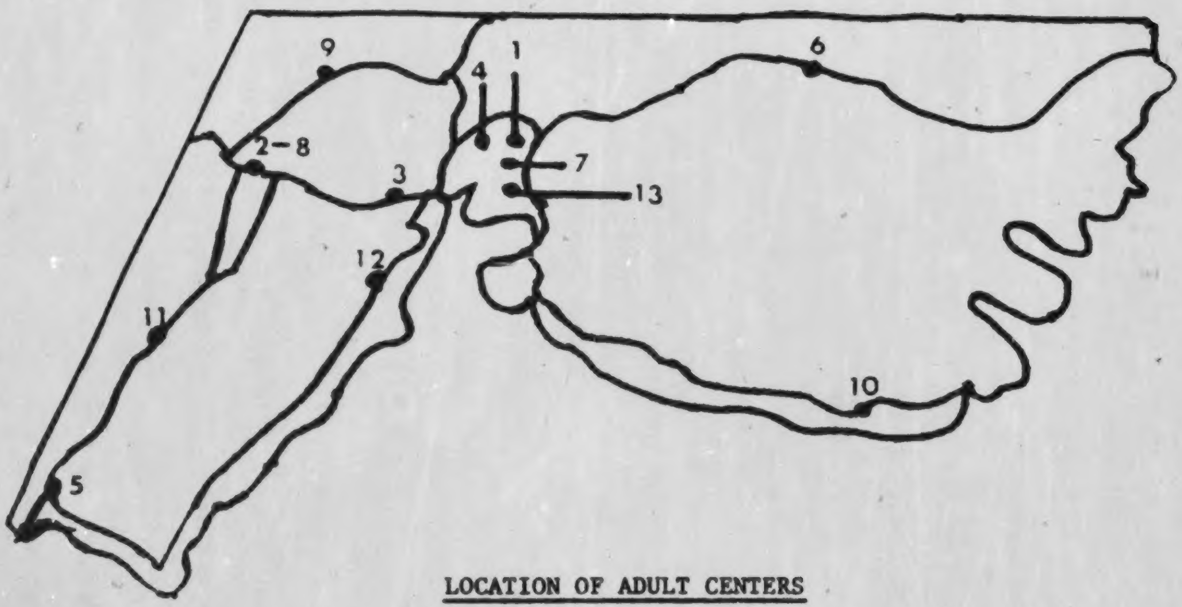
The current year's statistics indicate continued growth in enrollment and number of courses offered. The program experienced another growth spurt of approximately 25 percent over the previous year's enrollment figure. Growth was especially in evidence on the ACC campus and at the Vocational-Technical Center. Another significant point that the number of male students now accounts for more than 1/3 of the total enrollment.

The following Tables provide a summary of the major activities of, and provide enrollment data for, the 1975-76 academic year for the Adult Education Program of the College.

TABLE XII

ALLEGANY COMMUNITY COLLEGE

ADULT EDUCATION 1975 - 1976



LOCATION OF ADULT CENTERS

1. Allegany Community College
2. Beall High School
3. Bishop Walsh High School
4. Braddock Junior High School
5. Bruce High School
6. Flintstone High School
7. Fort Hill High School
8. Frostburg State College
9. Mount Savage High School
10. Oldtown High School
11. Valley High School
12. Vo-Tech Center
13. Washington Jr. High School

TABLE XIII

General Summary:
Non-Credit Offerings Enrollment

Figures in parenthesis represent 1974-75 totals

1975 - Fall Semester	Men - 775	Women - 1643	Total 2418		
1976 - Spring Semester	Men - 794	Women - 1192	Total 1986	GRAND TOTAL - 4404	(3570)

Summary of Enrollment by Location	Men	Women	Total	
1. Allegany Community College	655	1084	1,739	(1,224)
2. Beall High School	55	194	249	(217)
*3. Bishop Walsh High School	10	11	21	(24)
4. Braddock Junior High School	9	76	85	(112)
5. Bruce High School	0	98	98	(118)
6. Flintstone High School	3	52	55	(0)
7. Fort Hill High School	32	611	643	(597)
8. Frostburg State College	10	16	26	(0)
9. Mount Savage High School	0	126	126	(88)
10. Oldtown High School	0	20	20	(20)
11. Valley High School	16	133	149	(80)
12. Vocational Technical Center	628	252	880	(566)
13. Washington Junior High School	3	116	119	(173)
* Sacred Heart Hospital	(1) 2	(1) 23	(1) 25	(20)
* Electrical Apprentice Training Center	(1) 46	0	(1) 46	(44)
* Plumbers & Steamfitters Apprentice	(1) 26	0	(1) 26	(26)
	1,495	2,812	4,307 (1)	(3506)

*Not publicly owned facilities

(1) These persons are enrolled in year long programs. Consequently, they were counted in each semester. This accounts for the difference between the total given above and the total here.

TABLE XIV

TOTAL NUMBER OF CLASSES IN EACH ADULT CENTER BY SEMESTER

ADULT EDUCATION 1975-76

SCHOOL CENTERS	Fall	Spring	Total
Allegany Community College	51	40	91
Beall High School	8	8	16
Braddock Junior High School	4	4	8
Bruce High School	4	4	8
Bishop Walsh High School	1	1	2
Flintstone High School	3	3	6
Fort Hill High School	20	18	38
Frostburg State College	2	0	2
Mount Savage High School	6	6	12
Valley High School	5	6	11
Vocational-Technical Center	32	34	66
Washington Junior High School	5	5	10
TOTAL	141	129	269
OTHER LOCATIONS			
Licenses Practical Nursing Sacred Heart Hospital	1		1*
Electrical Apprentice Program (Electrical Apprentice Training Center)	1		1*
Plumber's & Steamfitter's Program (Plumber's Apprentice Training Center)	1		1*

*Year long program

SECTION II

STUDENT RELATED INFORMATION

FALL SEMESTER 1976

Averages of Student Academic Loads

AVERAGES / ACADEMIC LOAD STATUS	Mean # Credit Hours*	Median # Credit Hours**	Mode # Credit Hours***
Full-Time Student (12 or more credit hours)	14.4	14	12
Part-Time Student (less than 12 credit hours)	5.9	6	3

* The Mean (or arithmetic mean) is the common average.

** The Median is the midpoint (or middle number) of a group of numbers. The median separates the group into two groups of equal size — one containing all the values larger than the median and the other containing all the values smaller than the median.

*** The Mode of a group of numbers is the value (or value) which occurs most frequently.

COMMENCEMENT HISTORY -- 1971-1976

The following table illustrates the commencement history of Allegany Community College from 1971 to 1976.

The 1971 Commencement had a total of 52 participants of which 38 were male and 14 were female. Almost half of these 52 participants (24 students or 46.2%) received an Associate in Arts (A.A.) degree in the General Studies curriculum. The past commencement in May of 1976 had a total of 266 participants, of which 151 were female and 115 were male. The curriculum which received the most participants was the Dental Hygiene curriculum which involved 40 (or 15.0%) of the total number of participants.

The Table I shows the introduction of new curricula over the past 6 years at Allegany Community College, the rise in the number of graduates in certain curricula over the past 6 years and also the decline of other curricula in terms of the awarding of A.A. degrees for that program of study over this time period.

Table II illustrates the enrollment of the Fall semester of 1971-1975 by percentage of sex as compared to the commencement of that year broken down by percentage of sex.

TABLE I
COMMENCEMENT HISTORY -- 1971-1976

Curriculum - Associate in Arts Degree	1971	1972	1973	1974	1975*	1976
Arts & Sciences	4	12	9	4	6	10
Automotive Technology		4	3	3	11	2
Business Administration	9	14	9	19	12	11
Chemical Technology	1					1
Computer Science				1	1	
Dental Hygiene		26	20	33	37	40
Electro-Mechanical Technology						12
Electronic Data Processing Technology			1	3	6	8
Engineering	3	5	1	4		5
Forestry	1	1	1	3	3	3
Forest Technology	4	7	16	22	14	27
General Studies	24	37	40	39	34	30
Medical Laboratory Technology					10	6
Mental Health Technology					13	14
Nursing		34	37	34	50	37
Quality Control Technology					3	1
Recreational Leadership						2
Secretarial Science	2	17	32	23	21	30
Certificate Awards						
Automotive Technology Certif. Program		1		1	1	
Business Training Program				1	1	
Dental Assisting Program				8	16	18
Electronic Data Processing Operator				3	3	
Law Enforcement Training	3	4	1	1	3	4
Management Training	1			1		
Secretarial Science Certificate				4	7	6
Total Participants	52	165	170	206	249	266
Total Male	38	70	57	84	80	115
Total Female	14	95	113	122	169	151

*Data from 1975 includes SUMMER COMMENCEMENT PARTICIPANTS

TABLE II

FALL ENROLLMENT BY SEX VS COMMENCEMENT BY SEX

Academic Year	% Of Fall Enrollment Male (I)	% of Commencement Class Male (II)	% Of Fall Female Enrollment (III)	% Of Commencement Class Female (IV)
1971 - 1972	56.2	73.1	43.8	26.9
1972 - 1973	50.4	42.4	49.6	57.6
1973 - 1974	48.4	33.5	51.6	66.5
1974 - 1975	42.4	32.1	57.6	67.9
1975 - 1976	44.8	43.2	55.2	56.8

DEAN'S LIST AND HONOR'S LIST

FALL 1971 _ SPRING 1976

The following table illustrates the total number of students who were placed on the College's Dean's List and Honor's List from the Fall semester of 1971 to the Spring semester of 1976. The table also breaks down each list as to sex and course load status (full-time and part-time).

One important consideration that must be taken into account when reviewing this table is the change in eligibility requirements for both the Dean's List and the Honor's List that took place at the start of the 1975-76 academic year. (See the "note" at the top of the table for the specific revisions of the eligibility standards). Also, the reader should note that A.C.C. does consider part-time students for both lists. (However, the part-time must carry at least five-credit hours).

Prior to the 1975-1976 academic year, eligibility requirements for Dean's List and Honor's List were defined as follows: "To be eligible for the Dean's List, a student must have a semester grade point average of 3.40 or higher for course work totaling five or more semester hours...To be eligible for the Honor's List, a student must have a semester average of 3.00." However, the above defined eligibility requirements were revised so that starting with the 1975-76 academic year the following standards were in effect: "To be eligible for the Dean's List, a student must have a semester point average of 3.80 or higher for course work totaling 5 or more hours...To be eligible for the Honor's List, a student must have a semester average of 3.30 but less than 3.80 for course work totaling 5 or more hours." Note also that Allegany Community College does consider part-time students for both the Dean's List and the Honor's List. *To be eligible, a part-time student must carry at least 5 semester hours or more, but less than 12 semester hours.

Semester - Year	Total Dean's List	Total Full-Time	Total Part-Time	Total Male	Total Female	Total Honor's List	Total Full-Time	Total Part-Time	Total Male	Total Female	Total on Both Dean's and Honor's	Total Full-Time	Total Part-Time	Total Male	Total Femal
Fall - 71-72	120	76	44	64	56	136	96	40	57	79	256	172	84	121	135
Spring - 71-72	133	91	42	68	65	161	121	40	53	108	294	212	82	121	173
Fall - 72-73	120	81	39	62	58	159	120	39	69	90	279	201	78	131	148
Spring - 72-73	140	98	42	67	73	166	134	32	87	79	306	232	74	154	152
Fall - 73-74	162	100	62	65	97	168	126	42	77	91	330	226	104	142	188
Spring - 73-74	163	103	60	62	101	202	152	50	83	119	365	255	110	145	220
Fall - 74-75	196	123	73	67	129	200	148	52	73	127	396	271	125	140	256
Spring - 74-75	235	144	91	94	141	255	181	74	107	148	490	325	165	201	289
Fall - 75-76	103	63	40	32	71	213	154	59	85	128	316	217	99	117	199
Spring - 75-76	112	61	51	39	73	259	188	71	99	160	371	249	122	138	233

DEAN'S LIST & HONOR'S LIST

POST A.C.C. DECISION MAKING

"AFTER THEY LEFT"

One of the most important questions relevant to A.C.C. and its academic community concerns the future of Allegany Community College students after they leave the College. Do most of the students continue their formal educational experiences after leaving A.C.C. or do most seek employment? For those students that did seek employment, how many sought a full-time job? How many were successful in finding a job? For those that continued their formal education, how did their program of study at A.C.C. correlate with the transfer institution? To be able to retrieve this and other important data concerning the reasons that students selected Allegany Community College, the A.C.C. FOLLOW-UP STUDY, performed annually for the College by the Office of Institutional Research, was utilized.

A FOLLOW-UP SURVEY OF FORMER STUDENTS OF ALLEGANY COMMUNITY COLLEGE-September, 1974 - August, 1975, the most recent study was completed in April of this year, marking the fourth time that this survey has been performed.* This current survey also lists the results for each question of the three previous FOLLOW-UP surveys in order that the present responses may be seen in comparison to the past and potential trend lines may be established and analyzed.

The population for this study were all full-time (twelve or more hours) students who left the College during the period from 9/74 - 8/75.

Of the 470 former students who were mailed questionnaires in this most recent survey, a total of 282 were returned, representing a return rate of 60 percent.

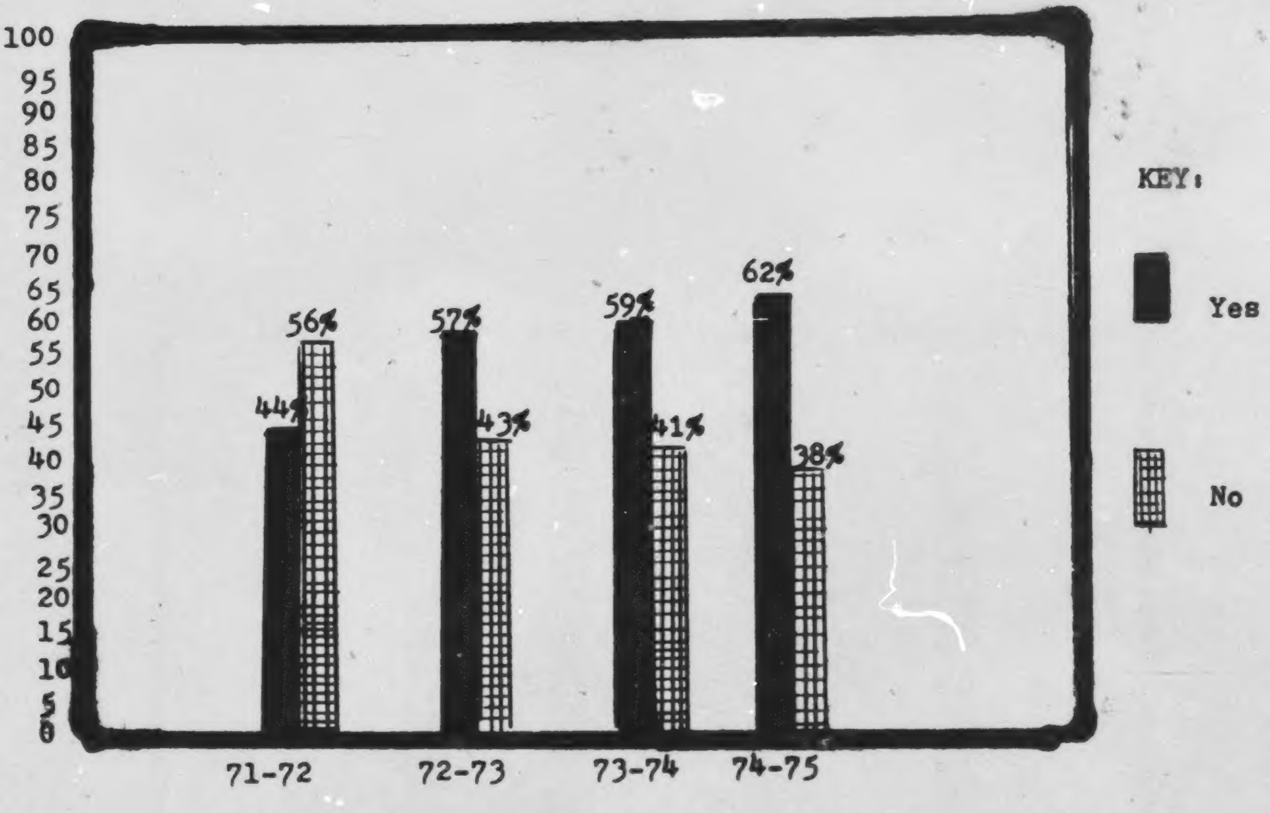
This section of this report is divided into two parts: The first analyzes the student who sought employment upon leaving A.C.C. and the second part studies the students who sought to continue their education upon leaving A.C.C.**

**The two groups of students that are utilized for this analysis, (those that sought employment and those that continued their formal education after leaving A.C.C.) are not non-intersecting. In other words, there are students who are in both groups (such as the student who continues his formal education part-time and works at either a full-time or part-time job.)

PART I: POST-ALLEGANY COMMUNITY COLLEGE DECISION MAKING: EMPLOYMENT

TABLE III
"Did you seek employment when you left ACC?"

RESPONSE	PERCENT OF RESPONSES 71-72	72-73	73-74	74-75
Yes	44	57	59	62
No	56	43	41	38

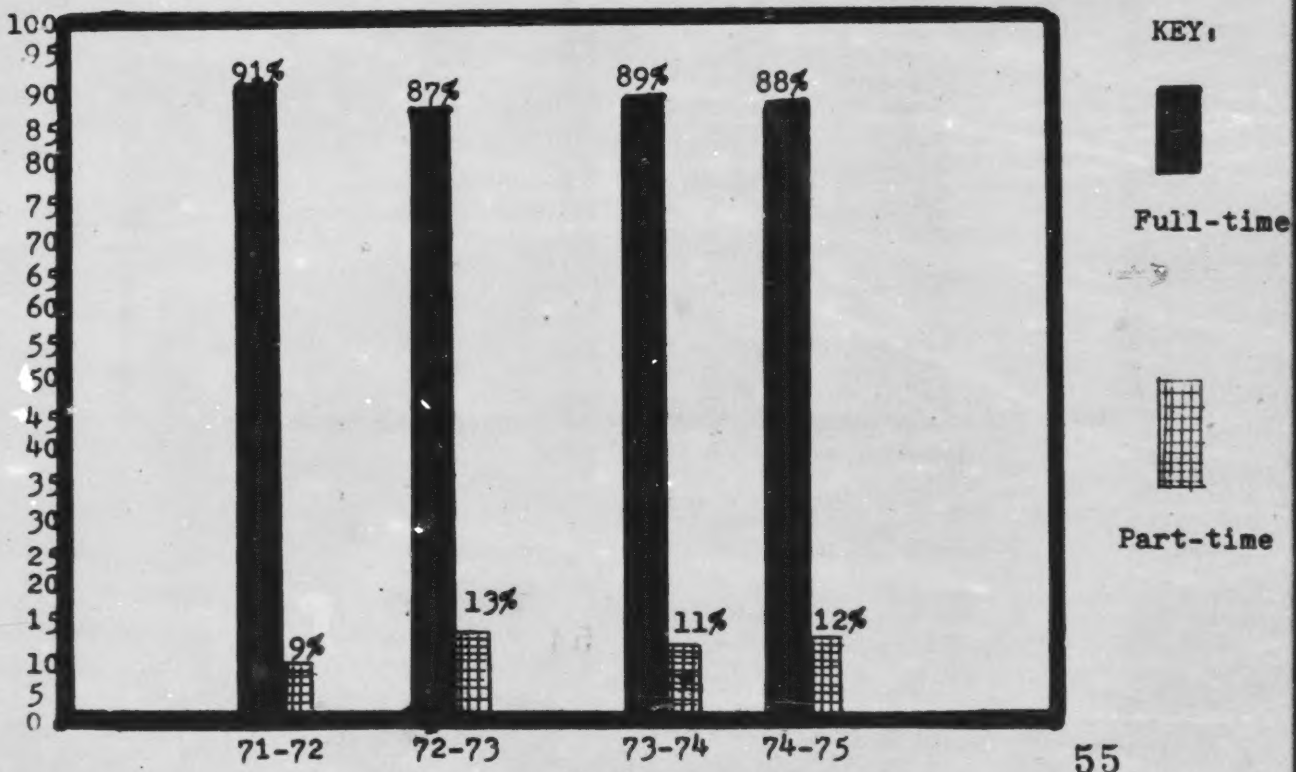


As the table and graph on the preceding page clearly illustrate, from the 1971-72 survey to the 1972-73 survey, the College experienced a reversal of percentages of the number of students who sought employment when they left ACC. This sudden reversal has been reinforced in the data from the 1973-74 survey and the 1974-75 survey, reaching the present point that over 6 out of 10 students turn to the job market when they leave the College.

TABLE IV

"If you did seek employment when you left ACC, did you seek full-time or part-time employment?"

RESPONSE	PERCENT OF RESPONSES			
	71-72	72-73	73-74	74-75
Full-time	91	87	89	88
Part-time	9	13	11	12



About 9 out of 10 students who seek employment when they left the College (and from Table II this is 62 percent of all students), sought a full-time job. This fact has remained relatively stable over the four years that the FOLLOW-UP study has been conducted and Table II and the graph below illustrate this.

TABLE V

"If you did seek employment, were you successful in finding a job?"

RESPONSE	PERCENT OF RESPONSES			
	71-72	72-73	73-74	74-75
Yes	84	92	84	84
No	12	6	12	13
Does not apply	4	2	4	3

With the exception of the data from the 72-73 survey, a consistent 84% of students who sought employment after leaving ACC were successful in finding a job. Approximately 12% were not. The graph on the following page illustrates this finding.

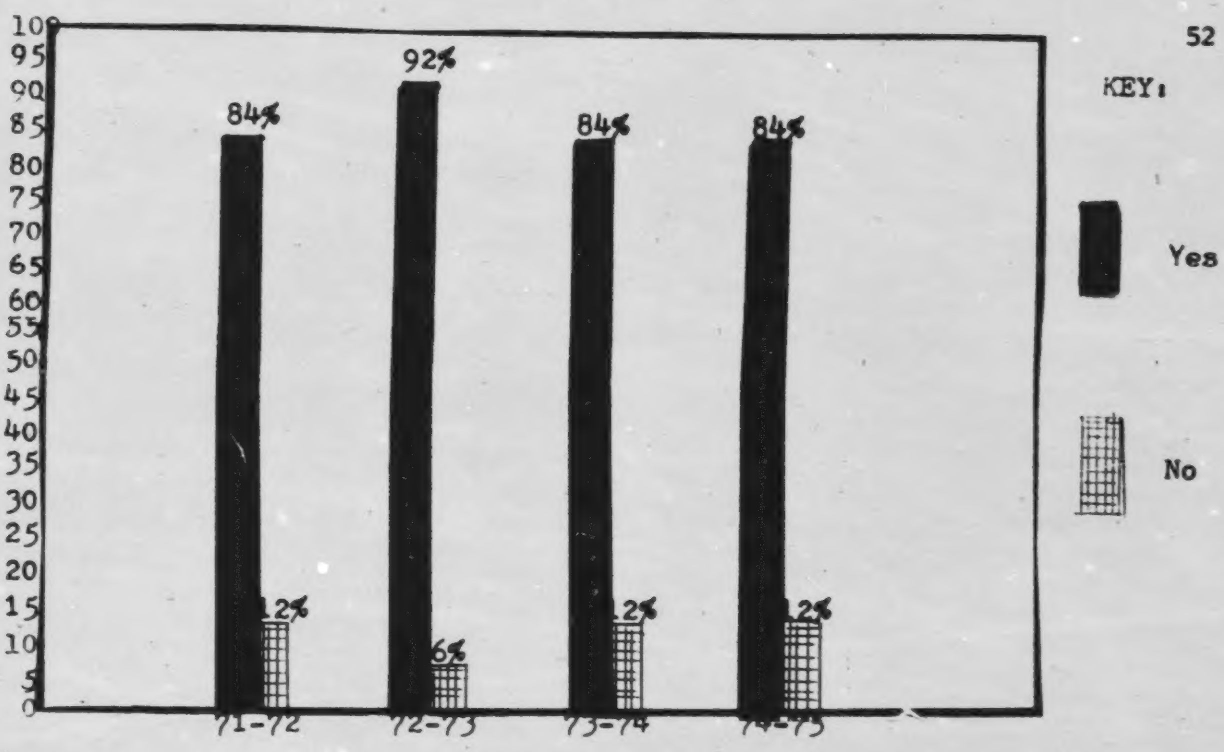


TABLE VI

"If you were success ful in finding a job, was it the type of job you were looking for?"

RESPONSE	PERCENT OF RESPONSES			
	71-72	72-73	73-74	74-75
Yes	66	76	77	77
No	34	24	23	23

As one can see from the Table above and the graph on the following page, for the past three years former students have reported that to a very large degree they were successful in finding the type of job that they were looking for. Almost 8 out of 10 students reported "yes" to this item while 23 percent indicated that the job that they found was not the type that they were searching for.

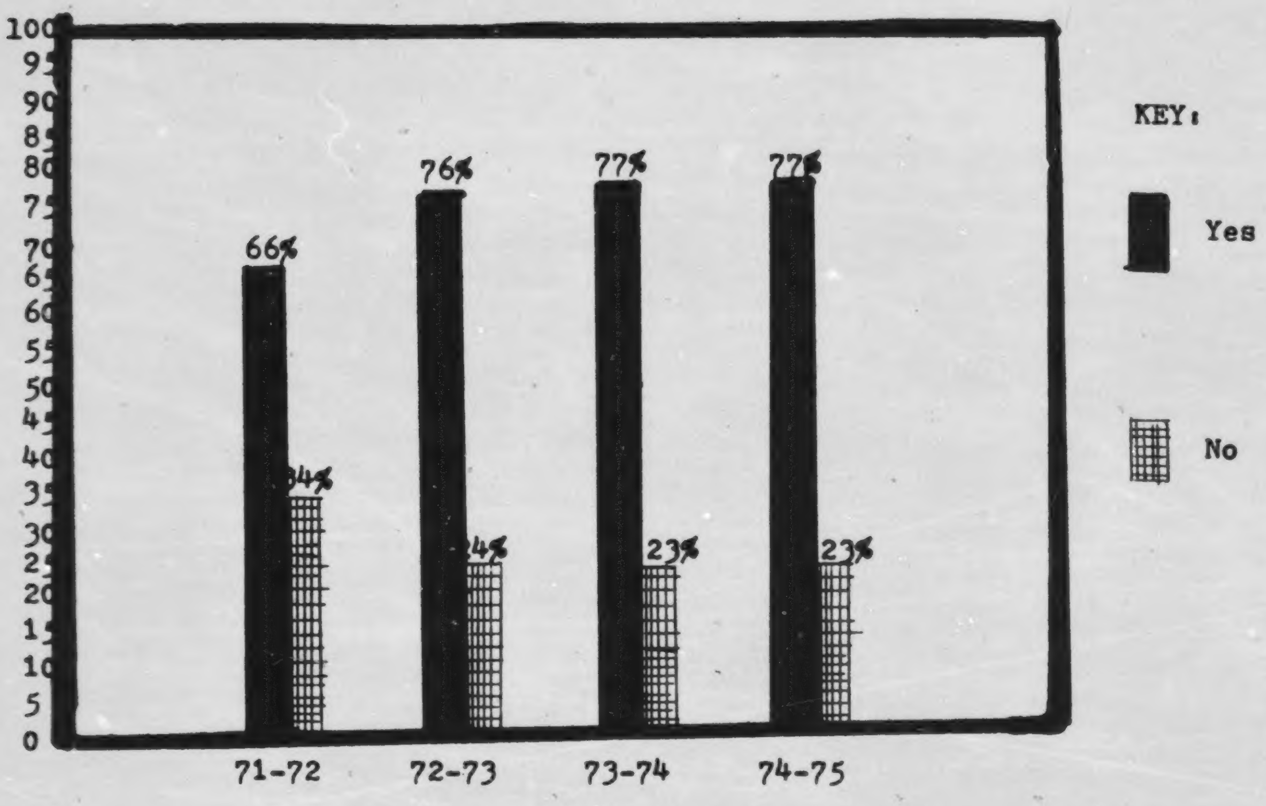
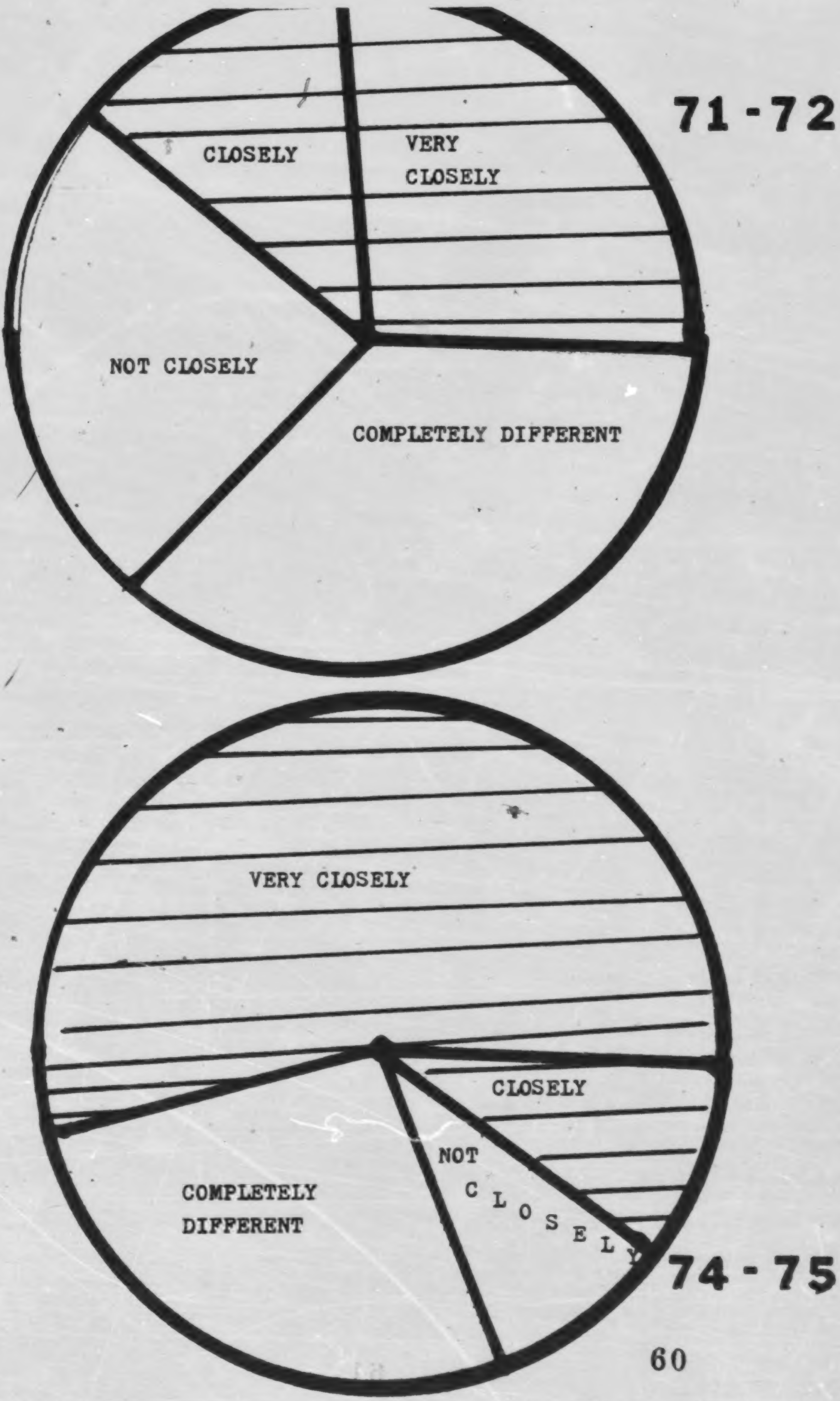


TABLE VII
"How closely did your first full-time job relate to your studies at ACC?"

RESPONSE	PERCENT OF RESPONSES			
	71-72	72-73	73-74	74-75
Very closely	27	53	50	54
Closely	13	10	9	10
Not closely	24	15	13	9
Completely different	36	22	28	27

In the 1971-1972 survey, only 40 percent of the respondents (4 out of 10) indicated that their first full-time job related either closely or very closely to their studies at ACC. In sharp contrast, 64 percent of the former students in the latest survey indicated this fact. Although the improvement in this factor has not been uniform through the four years of data presented above, there does seem to be a definite improvement overall in the correlation of ACC studies and the first full-time job acquired after leaving ACC.

The graphs on the following page illustrate for the first and last years of this survey the results of Table V above with highlighted concentration on the two categories "very closely" and "closely" as contrasted to "not closely" and "completely different."



Circle graphs contrasting student responses for 1971-2 and 1974-5 to the question:

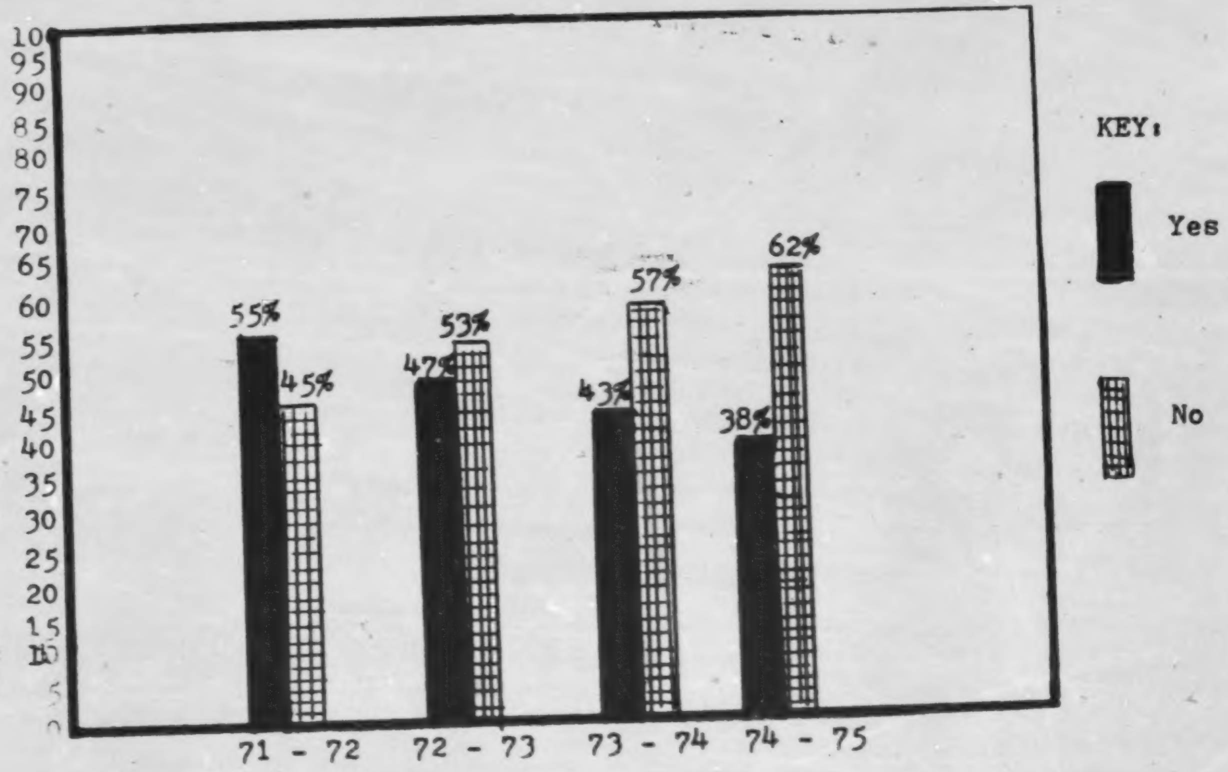
"HOW CLOSELY DID YOUR FIRST FULL-TIME JOB RELATE TO YOUR STUDIES AT ACC?"

PART II: Post Allegany Community College Decision Making: Continued Education

TABLE VIII

"Did you continue your formal education after leaving ACC?"

RESPONSE	PERCENT OF RESPONSES			
	71-72	72-73	73-74	74-75
Yes	55	47	43	38
No	45	53	57	62



The table and graph indicate that in the 1971-72 FOLLOW-UP survey of former students that a majority (55%) indicated that they did continue their formal education after leaving Allegany Community College. The following year's data indicated a reversal of this finding in that a majority (53%) responded that they did not continue their formal education after exit from the College.

This majority of students who choose to not continue their formal education after leaving ACC has increased in the last two surveys to the point that over 6 out of 10 students report that they do not continue their educational experiences after leaving ACC.

TABLE IX

"If you did continue your formal education after leaving ACC, which of the following have you received or do you expect to receive?"

RESPONSE	PERCENT OF RESPONSES 71-72	72-73	73-74	74-75
A certificate	2	5	3	7
A diploma	8	8	9	6
A two-year associate degree	3	8	19	10
A four-year college/ university degree	81	70	62	69
Other	6	10	7	8

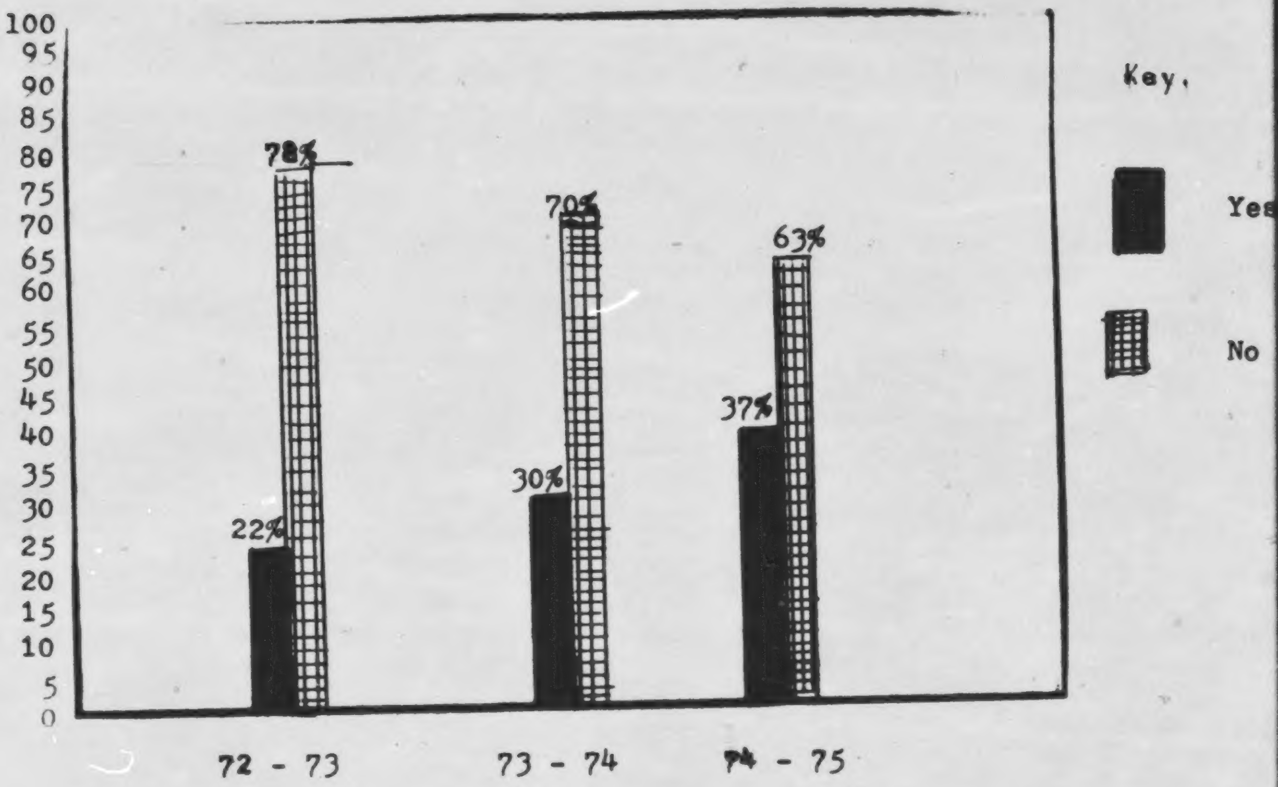
Although the data for the four-year period is by no means as consistent as in other tables in this report, it is clear that a large majority of those who do continue their formal education seek to obtain a four-year college/ university degree. The latest survey indicates that over 8 out of 10 students who continued their formal education after leaving ACC have received or expect to receive a B.A.

TABLE X

"If you did continue your formal education after leaving ACC does your present major represent a change in your goal after leaving ACC?"

RESPONSE	PERCENT OF RESPONSES 71-72	72-73	73-74	74-75
Yes	*	22	30	37
No	*	78	70	63

*Data for this item for the 71-72 survey is not available.

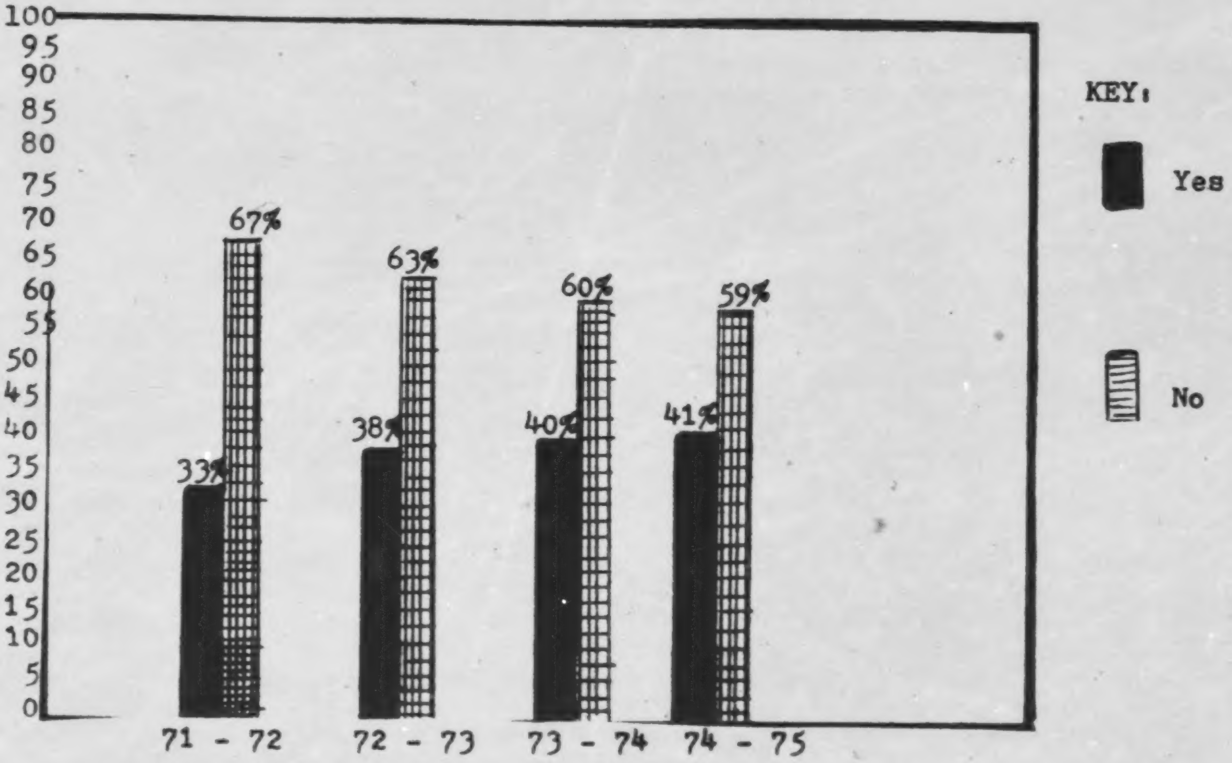


As the table and graph indicate for the three years of data available on this item, an increasing number of students report that their present major at the higher education institution that they attended after leaving ACC does represent a change in their goal, an item that the College should examine more closely. Thirty-seven percent in the present survey indicate that their present major is a change in their goal after leaving ACC.

TABLE XI

"If you did transfer to a four-year institution, did you receive the Associate in Arts degree from ACC?"

RESPONSE	PERCENT OF RESPONSES			
	71-72	72-73	73-74	74-75
Yes	33	38	40	41
No	67	63	60	59



As the table's data illustrates and the graph pictorially shows, the majority of students who do transfer to a four-year institution do not receive the A.A. degree from Allegany Community College. However, the percentage of students who do receive the A.A. degree prior to transfer is slowly and continuously increasing, the latest survey indicating its highest point of 41 percent.

PRE-A.C.C. DECISION MAKING

"WHY THEY CAME"

It is an important facet of every college or university today to receive feedback from their former students on the reasons why they selected their particular institution. To be able to retrieve this important data concerning the reasons that students selected Allegany Community College, the A.C.C. FOLLOW-UP STUDY, performed annually for the College by the Office of Institutional Research, was utilized.

A FOLLOW-UP SURVEY OF FORMER STUDENTS OF ALLEGANY COMMUNITY COLLEGE - - September, 1974 - August, 1975, the most recent study was completed in April of this year, marking the fourth time that this survey has been performed.* This current survey also lists the results for each question of the three (3) previous FOLLOW-UP surveys in order that the present responses may be seen in comparison to the past and potential trend lines may be established and analyzed.

The population for this study were all full-time (twelve or more hours) students who left the College during the period from 9/74 - 8/75. Of the 470 former students who were mailed questionnaires in this most recent survey, a total of 282 were returned, representing a return rate of 60 percent.

The initial question of this survey was concerned with the decision making process of the student who selected Allegany Community College as to the reasons that played the major role in his/her choice.

Among the many conceivable factors in this choice, each respondent of this study was requested to select among eight options, ranking the variables according to his/her first reason, second reason, etc. Presented on the following page is Table XI which provides a summary of the responses provided by former students to the question, "Why did you choose Allegany Community College?" The reader will note that the statistics from the previous three follow-up studies are presented along with the current data received from this survey.

TABLE XI

SUMMARY OF RESPONSES TO QUESTION 1:

"Why did you choose Allegany Community College?"

RESPONSE	NUMBER OF RESPONSES	*Percent of Responses and Average Rank			
		74-75	73-74	72-73	71-72
Location	204	87-1	86-1	92-1	93-1
Low Cost	129	55-2	60-2	65-2	70-2
Particular Major Offered	156	67-2	61-2	60-2	42-2
Academic Reputation	84	36-3	35-3	45-3	36-3
Recommendation of Friend or Relative	81	35-3	41-3	45-3	39-3
Financial Aid Award	46	20-4	20-4	20-4	16-5
Thought could not be accepted elsewhere	24	10-6	17-4	14-5	23-4
Only college that accepted you	23	10-6	13-5	9-5	18-5

*Note: In all tables of this report, the period from 9/73 through 8/74 is abbreviated "73-74", similarly for the other years.

N = 234

Total Responses = 771

Table I readily shows that location was the option receiving the greatest number of responses. In total, 204 respondents (87%) indicated that location was one of the reasons they chose Allegany Community College. Hence, out of the 771 total marks (responses) elicited by this question, location represents 26.5 percent of these.

84.8 percent of the total responses received to this question indicated the options of location, low cost, particular major offered, recommendation of friend or relative, and academic reputation. The option that followed location as the primary reason for the selection of Allegany Community College was particular major offered, clearly separating itself from low cost which in the past had held second place. In addition to percentage of responses, Table I presents an average of the rankings assigned to each variable by the respondents. As indicated by the table, location averages to a ranking of 1, low cost and particular major offered average to a ranking of 2, and academic reputation and recommendation of a friend or relative to a ranking of 3. Financial aid award came in as a ranking of 4 and only college that accepted you and thought could not be accepted elsewhere trailed the pack with an average ranking of 6.

The data from Table I, reflected particularly by the fact that a large number of the respondents indicated that a particular major offered, academic reputation, and recommendation of a friend or relative (41.6 Percent of the total responses fell in these three categories), indicate that the College enjoys a degree of confidence and respect in its academic community. Since two of the basic principles of the development and creation of a community college is location and low cost to its constituency, it is not surprising that these two factors are found among the top slots as they have been in the previous two follow-up studies.

From this data in Table I, one can conclude that the location of Allegany Community College in Cumberland, providing an education at a relatively low cost, and offering a diverse option of programs which enjoy the community's confidence and respect contribute significantly to the choice of the College as an institution of higher education.

Table I provides the results of the follow-up studies of the past three academic years and hence, it is possible to note some comparisons and contrasts that these eight options have undergone.

Though the average rankings remain relatively unchanged over the previous years, an examiniation of the eight options over the four year period proves interesting. Location maintained its percentage of last year and continues to have the highest percentage rate of responses among all the former students. Low Cost continued its regular 5 percent decline that it has experienced since the initial survey when it reached its highest point of 70 percent of all responses. At 55 percent of all responses, Low Cost still was rated as the second reason why the former students selected the College, but less students are indicating that this was a factor at all. Conversely, particular major offered continued its rise, reaching a high of 67 percent of all responses in this current survey. This seems to indicate that the former students were more concerned with the programs of the College and that this factor will continue to rise in importance in the future. This continued increase of importance in this factor is probably most directly related to the increased interest by students in the career programs that the College offers. The enrollment figures for the previous semesters analyzed in terms of the number and percentage of students entering the career domain of the College seems to bear this relationship out.

Academic reputation and financial aid award remained at their levels of last year, at 36 percent and 20 percent of all responses respectively. Two factors that reached pleasingly low proportions this year were thought could not be accepted elsewhere and only college that accepted you. Although the data for the four years displayed in Table I indicate the unstable and erratic behavior of these two factors, these figures are in themselves significant in their very small percentages.

Looking to future surveys, it is expected that the following will be found in these selected responses to this item:

(1) Location: maintaining the top ranking and between 85 percent to 90 percent of all responses indicating that this was a reason for the selection of A.C.C.

(2) Low Cost: will decrease percentagely as it has in the past. While it will still be the #2 reason that students select A.C.C., fewer will indicate this factor at all.

(3) Particular Major Offered: continued rise in importance possibly reaching 70 percent of all respondents by next year's survey. This is probably the most important factor that must be examined in terms of its continued dominance in this item.

(4) Financial Aid Award: will increase, although slowly in future follow-ups. By the information of the Office of Student Financial Aid in the 71-72 academic year, this factor is expected to climb next year, although at a non-dramatic pace.

*This entire report is available and may be obtained upon request of the Office of Institutional Research.

INDUCED WORK LOAD MATRIX FOR FALL SEMESTER, 1975

explanation

WHAT THE IWLM IS USEFUL FOR ...

To most it is the surprising fact that the average degree program at Allegany Community College calls for the student to take only about 35 percent of his/her courses in the department of his/her degree program*. Hence, the large majority of the course-work for the average degree program at ACC is dispersed among various other college departments.

The Induced Work Load Matrix (IWLM), through the viewpoint of the College's degree programs, illustrates just how students who are enrolled in one of the College's A.A. programs divide their courseload between their major department and the other departments of the College. Although the major department will no doubt be the largest single source of the student's coursework, the IWLM presents the complete breakdown into every other department of the College.

WHAT IT DISPLAYS ...

The data of the IWLM table relates the student load of student credit hours induced by Degree Program enrollments (student majoring in a certain Degree Program) in all departments (disciplines) of the College.

HOW TO READ THE IWLM TABLE

Across the top of the matrix are COLUMN HEADINGS (A&S ART, A&S SCI, AUTO TECH, etc.) which identify the DEGREE AND CERTIFICATE PROGRAMS offered by Allegany Community College.** On the left hand margin of the matrix are the Departments of Disciplines of ACC.

BY READING DOWN THE COLUMNS AND ACROSS THE ROWS, THE EXACT LOADS OF ANY DEGREE PROGRAM ON ANY GIVEN DISCIPLINE CAN BE DETERMINED.

FOR EXAMPLE:

Locate the column headed BUS ADM (for the business administration program). By reading down this column you can determine at the bottom that students pursuing the Business Administration Degree Program produced a total of 741 student credit hours in all departments of the College. On that same matrix, locate on the left hand margin the department (discipline) BUS ADM and follow the row which it heads across to its intersection with the column previously identified as representing the Business Administration Program. The data located at that intersection (195) relates the number of student credit hours induced by the Business Administration Program enrollments in the Business Administration department. Similarly by following any of the rows across to intersect the BUS ADM column, the determination of the number of student credit hours induced by the Business Administration Program enrollments into any of the College's departments can be determined. (For example, one can see that the English department is the second largest recipient of the student credit hours induced by the BUS ADM program enrollments with 128 student credit hours; math is next with 91 student credit hours, etc.)

TWO OTHER THINGS are noteworthy concerning the IWLM, continuing with the example started above using the BUS ADM Degree Program:

1. By following the row representing the BUS ADM department to the extreme right (unfold the table), which is the total number of student credit hours produced in the Business Administration Department (522), it can be recognized that the load induced by the BUS ADM Program enrollments into the BUS ADM department represents only a small part, 37.4 percent (195/522), of the instructional production of the Business Administration Department.

2. By following the column headed BUS ADM down to the bottom (next to last row) and noting the total student credit hours produced by the BUS ADM majors (741), it can be seen that BUS ADM majors spend only a small portion of their time, 26.3 percent (195/741) studying in the BUS ADM discipline.

By the study of the interdependent relations of these variables, Degree Program and discipline, an analysis of Academic Operations is greatly facilitated.

Note: Although not really a part of the IWLM, the total headcount enrollment for each of the College's Degree Program for the fall semester, 1975 included in the last row of the IWLM.

* Career oriented students take a much larger percent of courses in the department of their degree program as do transfer oriented students.

** Note that three column headings, "E PLACE" (for early placement), "UNASS." (for unassigned) and "TRANS" (for transient) are not Degree or Certificate Programs of ACC but are merely included in the IWLM for the purpose of analyzing the workload of the students in these categories.

PLEASE NOTE: The Induced Work Load Matrix (IWLM) is a fairly sophisticated although useful and practical document that has a multitude of uses for a higher education institution. If any member of the College staff would be interested in a more complete explanation in terms of areas of particular special interest, the Office of Institutional Research would be glad to accommodate these requests in every way possible.

ALLEGANY COMMUNITY COLLEGE - INDUCED COURSE LOAD MATRIX - FALL SEMESTER 1976

MAJOR DISCIPLINES	A&S Art	A&S Sci.	Auto Tech	Auto Train	Bus. Adm.	Chem. Tech.	Den. Hyg.	P-Den Hyg.	EDP Asst.	P-Den Asst.	EDP Tech.	EDP	Elec. Mech.	Eng.	For.
Statistics					21										
Art															
Study Devlp.					1		3	6	3		6				
Auto Tech			120	8											4
Bus. Adm.	6		9	3	195						24			6	
Chemistry		12				27	12	88	16	4				5	32
Data Process	3				27						136			3	
Dental Assist								22	231	33					
Dental Hyg.							665	159	48						
Drafting															12
Drama															
Economics	9	3			63										21
Education															
Elec. Mech.													126	8	
Engineering													27	9	
English	12	6	21		128	3	6	75	50	3	36	5	27	14	26
Forestry													2		34
Geography															
History	15	9	12		33			3			2			3	
Humanities	3				3										
Language	3				3		3								
Law Enf.															
Library Sci.	1														
Math	8		12		91	4		3			36	3	28	19	32
MLT															
Music	4							1							
Nursing															
Philosophy		6			6	3					3				
Physical Ed.	6	8	12	1	37	2	10	30	2	1	26	1	13	6	16
Rec. Leader															
Physics		12			20	8								20	32
Pol. Sci.	6				15					3	6			3	3
Psychology	9	6			9		9	60	3	3	3				3
Reading			2		2			1	2		1				2
Sec. Sci.										5					
Sociology	3	3			12		3	51	6		9			6	
Speech	3		6		15			33	3	3			3		15
Biology		12			60		32	36	72	4	4		6		62
Media Tech.															
Practical Nursg.															
Semester Total	91	77	194	12	741	47	743	568	436	59	292	9	232	102	294
Total Enrollment	6	7	13	1	53	3	53	45	29	5	20	1	15	8	19

ALLEGANY COMMUNITY COLLEGE - INDUCED COURSE LOAD MATRIX - FALL SEMESTER 1976

Cont'd Page 2

MAJOR DISCIPLINES	For. Tech.	Gen. Std.	Law Enf.	P-Med Lab	MLT	Men. Hlth.	P-Men. Hlth.	Nursg.	Pre. Nursg.	QCT	Rec. Aid	Sec. Sci. I	Sec. Sci.	Teach Aid	Teach Educ.
Statistics															
Art		3											3		
Study Devlp.	9	4	3	6				9	7						
Auto Tech	10	6													
Bus. Adm.		57							5			39	123		
Chemistry	4	16		20	20			12	52						
Data Process		12										6	21		
Dental Asst															
Dental Hyg.															
Drafting	8												2		
Drama	2			9				3	3						
Economics	6	15													
Education															
Elec. Mech.															
Engineering		6													
English	102	153	15	27	12	27	20	36	131		18	24	146		15
Forestry	254														
Geography													14		15
History		73	3	3	6	6		6	12				14		15
Humanities		6				3			6						
Language		12							3						
Law Enf.		9	12						6						
Library Sci.		1		1											
Math	136	83		18	12	3		3	12			3	21		3
MLT				15	97										
Music									2		1				
Nursing								668	243						
Philosophy		51		3		9	3	9	9						
Physical Ed.	47	60		4	4	33	12	78	83		38	15	46		9
Rec. Leader		26									87				7
Physics	4	8			4										8
Pol. Sci.		63	12						6		3		15		3
Psychology		39	9	15	6	66	18	39	147		27	6	30		15
Reading		3		2		7	8	1	10			1	16		
Sec. Sci.		7					2		5			92	442		
Sociology		36	15	6		60	12	24	96				3		
Speech		18		3	3	18	6	9	6		6	27	63		
Biology	220	70		52	52	16	4	104	244		12				
Media Tech.															
Practical Nursg.															
Semester Total	803	837	69	204	216	248	85	1001	1086	0	192	243	969	0	90
Total Enrollment	55	61	6	16	15	29	8	82	99	0	13	14	62	0	7

Cont'd Page 3

ALLEGANY COMMUNITY COLLEGE - INDUCED COURSE LOAD MATRIX - FALL SEMESTER 1976

MAJOR DISCIPLINES	E Place	Unass.	Bus. Cert.	Bus. Tech.	Soc. Serv.	Media Tech.	Pract. Nursg.	Bio	Drama	TOTAL
Statistics										21
Art		15				42				63
Study Devlp.		6								63
Auto Tech		6								154
Bus. Adm	6	12	6	27					6	522
Chemistry	8							8		336
Data Process	8	8	3	12	6					248
Dental Asst.										286
Dental Hyg.										872
Drafting		2								24
Drama										18
Economics	3									120
Education										0
Elec. Mech.		1								135
Engineering										42
English	57	59		12	87	41		3	3	1420
Forestry	2	2								294
Geography	12	33				3		6		83
History	12	33				3		6		269
Humanities										21
Language	6									30
Law Enf.										27
Library Sci.						1				4
Math	25	23		15	9				3	605
MLT										112
Music	1	3			3					15
Nursing	14									725
Philosophy	3	16								123
Physical Ed.	25	23	3	2	21	10				684
Rec. Leader		9								129
Physics	4							8		124
Pol. Sci.	6	9								144
Psychology	33	45			39	6				645
Reading		8			14					80
Sec. Sci.	16	34			198					801
Sociology	12	15								372
Speech	27	18			72			3		360
Biology	56	26			16			4	4	1168
Media Tech										0
Practical Nursg							28			28
Semester Total	336	408	12	68	465	106	28	38	16	
Total Enrollment	26	41	1	5	30	18	2	2	1	

EXPLANATION OF ABBREVIATIONS FOR THE ICLM

COLUMN HEAD ABBREVIATION	ACC DEGREE/CERTIFICATE PROGRAM
A&S	Arts & Sciences - Art
A&S	Arts & Sciences - Sciences
Auto Tech	Automotive Technology
Auto Train	Auto Training
Bus Adm	Business Administration
Chem Tech	Chemical Technology
Den Hyg	Dental Hygiene
P-Den Hyg	Pre-Dental Hygiene
Den Asst	P-Dental Assisting
Den Asst	Dental Assisting
EDP Tech	Electronic Data Processing Technology
EDP	Electronic Data Processing
Elec Mech	Electro-Mechanical Technology
Eng	English
For	Forestry
For Tech	Forestry Technology
Gen Studies	General Studies
Law Enf	Law Enforcement
P-Med Lab	Pre-Medical Laboratory Technology
MLT	Medical Laboratory Technology
P-Men Health	Pre-Mental Health
Men Heal	Mental Health
Nursing	Nursing
Pre-Nurse	Pre-Nursing
QCT	Quality Control Technology
Rec Aid	Recreational Aid
Sec Sci I	Secretarial Science Certificate Program
Sec Sci	Secretarial Science Degree Program
Teach Aid	Teacher Aid
Teach Educ	Teacher Education
E Place	Early Placement
Unass	Unassigned
Bus Cert	Business Certificate
EDP-Dp	Electronic Data Processing
Trans	Transient

THE CROSSTABULATION TABLE

On the following page is a CROSSTABULATION TABLE that is drawn from the Maryland Statewide Follow-Up of First-Time Students for the Fall semester, 1971. The data presented is that of Allegany Community College.

The CROSSTABULATION TABLE on the preceding page shows the degree of correlation between what students state as their primary purpose for attending A.C.C. and the type of program they were enrolled in while at A.C.C. (during the fall semester, 1971).

The three types of PROGRAMS listed are:

*Transfer
*Career
*Special

(Note that "Special" is not a program but essentially a classification of students made by individual institutions for admission purposes).

The primary PURPOSES listed are:

*To obtain an A.A. degree with plans to transfer
*To obtain an A.A. degree with plans for immediate employment
*To obtain a certificate to upgrade or improve skills
*To obtain training in a special program
*To take some college level courses before transferring
*To take one or several courses of special interest

Among other things, the CROSSTABULATION TABLE illustrates the interdependence and overlap in the transfer and career programs of the College. To illustrate this point:

(1) Of all respondents who were enrolled in an ACC CAREER curriculum, 27.6 percent stated their primary purpose was "to obtain an AA degree with plans to transfer."

(2) Of all respondents who stated their primary purpose for attending ACC was "to obtain an AA degree with plans to TRANSFER," 42.0 percent were enrolled in CAREER PROGRAMS.

CROSSTABULATION TABLE OF
PROGRAM TYPE BY PURPOSE FOR ATTENDING A.C.C.

	Count (#) Row (%) Col (%) Total (%)	PRIMARY PURPOSE FOR ATTENDING A. C. C.						
		A.A. Then Transfer	A.A. Then Employment	Certificate to Improve or Up-Grade Skills	Training in Special Prog.	Collegel Level Courses before Transfer	Courses Of Special Interest	Row Total
TYPE	TRANSFER	32 47.8 46.4 14.2	3 4.5 6.0 1.3	1 1.5 6.7 .4	3 4.5 8.3 1.3	24 35.8 61.5 10.6	4 6.0 23.5 1.8	67 29.6
	CAREER	29 27.6 42.0 12.8	38 36.2 76.0 16.8	7 6.7 46.7 3.1	23 21.9 63.9 10.2	7 6.7 17.9 3.1	1 1.0 5.9 .4	105 46.5
	SPECIAL	8 14.8 11.6 3.5	9 16.7 18.0 4.0	7 13.0 46.7 3.1	10 18.5 27.8 4.4	8 14.8 20.5 3.5	12 22.2 70.6 5.3	54 23.9
	COLUMN TOTAL	69 30.5	50 22.1	15 6.6	36 15.9	39 17.3	.7 7.5	226 100.0

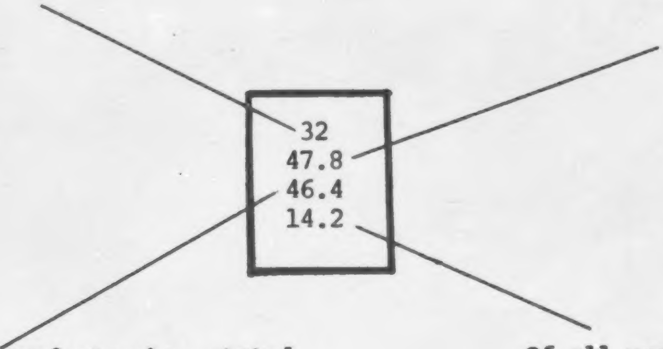
Source: Maryland Follow-up Study for First-Time Students, Fall 1971 and Office of Institutional Research (A.C.C.)

HOW TO READ/INTERPRET A FOUR ELEMENT "BOX" OF THE CROSSTABULATION TABLE

For example, consider the following box which lies in the intersection of the Row "TRANSFER" and the Column, "A.A. then TRANSFER."

A total of 32 respondents were enrolled in an ACC transfer curriculum and stated that their primary purpose for attending ACC was "to obtain an AA degree with plans to transfer".

Of all respondents who were enrolled in an ACC transfer curriculum, 47.8 percent of them held as their primary purpose for attending ACC as "to obtain an AA degree with plans to transfer".



Of all respondents who stated that their primary purpose for attending ACC was "to obtain an AA degree with plans to transfer", 46.4 percent were enrolled in transfer curricula.

Of all respondents to this item, 14.2 percent were in this category of being enrolled in an ACC transfer curriculum and having as their goal "to obtain an AA degree with plans to transfer".

HOW TO READ/INTERPRET COLUMN AND ROW TOTALS

Column totals (indicated in the last row of the table) illustrate the number and percent of all respondents (of all program types) by their primary purpose for attending ACC. For example: 69 respondents or 30.5 percent stated their goal was to receive their AA and then to transfer while 50 respondents or 22.1 percent indicated "AA then employment".

Row totals (indicated in the last column of the table) illustrate the number and percent of all respondents (of all the purposes stated for attending ACC) that were enrolled in the three types of programs listed. Hence, 67 respondents or 29.6 percent were enrolled in TRANSFER programs, 105 respondents or 46.5 percent were enrolled in CAREER programs and the remainder, 54 respondents or 23.9 percent were classified as SPECIAL.

ATHLETIC RECORDS

MEN'S BASKETBALL ALL-TIME RECORDS

GAME

Most Points ....45, Tim Rowan vs. Harford, 1971.
Most Rebounds ....24, Alan Walters vs. Chesapeake, 1975.
Most Steals ....12, Tommy Green vs. MJC-Takoma Park, 1974.
Most Assists ....12, Tommy Green vs. Vincennes, 1975
..........12, Tommy Green vs. Prince Georges, 1974.
Most Rejections ....8, Bill Armstrong, vs. Chesapeake, 1975.

SEASON

Field Goal Attempts - 508, Gary Hauger, 1974-75.
Field Goals Made - Jay Hurtt, 258, 1975-76
Field Goal Percentage - 59.7%, (258-432), Jay Hurtt, 1975-76.
Free Throw Attempts - 181, Mike McGowan, 1971-72.
Free Throws Made - 143, Tommy Green, 1974-75.
Free Throw Percentage - 82.7%, (143-173), Tommy Green, 1974-75.
Most Personals - 108, Jay Hurtt, 1975-76.
Most Fouled Out - 9, Mike Baker, 1973-74.
Most Points - 624, Jay Hurtt, 1975-76.
Best Average - 20.8, Jay Hurtt, 1975-76.
Most Rebounds - 407, Alan Walters, 1974-75.
Best Average - 13.2, Mike McGowan, 1971-72.
Most Steals - 102, Tommy Green, 1973-74.
Most Assists - 194, Tommy Green, 1974-75.
Most Rejections - 69, Alan Walters, 1974-75.

CAREER

Field Goal Attempts - 795, Gary Hauger, 1973-75.
Field Goals Made - 344, Gary Hauger, 1973-75.
Field Goal Percentage - 53.0% (333-628), Tommy Green, 1973-75.
Free Throw Attempts - 258, Tommy Green, 1973-75.
Free Throws Made - 211, Tommy Green, 1973-74.
Free Throw Percentage - 81.8% (211-258), Tommy Green, 1973-75.
Most Personals - 185, Mike Baker, 1972-74.
Most Fouled Out - 18, Mike Baker, 1972-74.
Most Points - 877, Tommy Green, 1972-75.
Best Average - 15.4, Steve Hemmis, 1971-73.
Most Rebounds - 784, Alan Walters, 1973-75.
Best Average - 12.6, Alan Walters, 1973-75.
Most Steals - 197, Tommy Green, 1973-75.
Most Assists - 326, Tommy Green, 1973-75.
Most Rejections - 108, Alan Walters, 1973-75.
Most Games - 62, Alan Walters, 1973-75.

WOMEN'S BASKETBALL ALL-TIME RECORDS

Individual Scores

Highest points in one game - Gail Reiter, 36 points, Frederick, 1976

Highest rebounds in one game - Gail Reiter, 31 rebounds, Frederick, 1976

Most steals in one game - Sally Snyder, 8 steals, Chesapeake, 1976

Most blocks in one game - Gail Reiter, 9 blocks, Cecil, 1976

Highest average points/game/season - Gail Reiter, 19 points/per game, 1975-76

Highest average rebounds/game/season - Gail Reiter, 19 rebounds/ per game, 1975-76

Best shooting percentage/season - Doodle Smith, 46 percent, 1974

Best free throw percentage/season - Sally Snyder, 67 percent, 1975-76

Most assists per/season Sally Snyder, 55 assists, 1975-76

Most blocks per season - Gail Reiter, 72 blocks, 1975-76

Team Scores

Most rebounds per game - 94 rebounds, Frederick, 1975-76

Highest points in one game - 84 points, Prince George's, 1975-76

Best Team shooting percentage - 53 percent against Hagerstown, 1974-75

ACC SOCCER RECORDS

TEAM RECORDS	YEAR	TOTAL
Most goals scored in one season	1975	33
Most goals scored on one game	1973	9
Most assists in one season	1973	21
Most assists in one game	1973	5
Least goals allowed in one season	1971	23
	1975	23
Most shutouts in one season	1975	5
Best won-loss records	1970	6-4-1
	1975	7-5-0
Most wins in one season	1975	7

INDIVIDUAL RECORDS	PLAYER	YEAR	TOTAL
Most goals scored in one season	Don Orndorff	1973	11
Most goals scored in one game	Bill Simpson	1970	4
Most assists in one season	Tim Rowan	1971	7
Most assists in one game	Dan Sloan	1969	3
Most saves in one season	Mike Baker	1974	171
Most saves in one game	Mike Baker	1974	51
Most shutouts in one season	Curt Miller	1975	5
Most total points (goals & assists)	Don Orndorff	1973 & 1975	26
Most points in one season (goals & assists)	Don Orndorff	1973	13
Most points in one season	Don Orndorff	1975	13 Tied own record

COACH	RECORD	PERCENTAGE	YEARS
Babcock, Kenneth	14-14-3	.500	1969-71
Emerick, Carl	2-8-2	.250	1972
Bazarnic, Steve	9-10-3	.474	1973-74
Blank, Darrell	7-5-0	.583	1975

TOTAL ACC WON-LOSS RECORD: 32 - 37- 8
PERCENTAGE .464

VARSITY TENNIS

Note: The records discussed below do not include the results of the 1975-1976 academic year (Spring 1976 Season)

PREVIOUS SEASONS RECORDS

YEAR	WON	LOST	TIE	PERCENTAGE
1967	5	4	0	55.6
1968	1	7	1	12.5
1969	1	8	0	11.1
1970	5	4	0	55.6
1971	14	2	1	87.5
1972	15	3	0	83.3
1973	8	5	0	61.5
1974		NO TEAM		
1975	11	3	0	78.6
Totals	60	36	2	62.5

AGGREGATE RECORD OF COACHES

		Singles Matches			
Coach	Years	Won	Lost	Tied	Pct.
Ronald Woods	1	30	24		55.6
Kenneth Babcock	3	53	110		32.5
Glenn O. Workman	4	275	96		74.1
Total		358	230		60.9

	Doubles Matches			
	Won	Lost	Tied	Pct.
Ronald Woods	14	13		51.9
Kenneth Babcock	22	57		27.8
Glenn O. Workman	143	37		79.4
Total	179	107		62.6

TENNIS

INDIVIDUAL RECORDS

SINGLES

Most Matches won during any single regular seasons play	16 Rick Workman	1971
Most matches won during a single seasons tournament play	11 Rick Workman	1971
Most matches won during an entire single seasons play	27 Rick Workman	1971
Most consecutive singles victories	25 Rick Workman	1971
Best record for a single regular seasons play	12-0 Jim Twigg (100%)	1975
Best record for a single seasons tournament play	11-1 Rick Workman (93.1%)	1971
Most regular seasons matches won during an entire career	25 Rick Workman	1971-72
Most tournament matches won during an entire career	16 Rick Workman	1971-72
Most singles matches won during an entire career	41 Rick Workman	1971-72
Best record for an entire career of regular seasons play	25-3 Rick Workman (89.3%)	1971-72
Best record for an entire career of tournament play	16-3 Rick Workman (84.2%)	1971-72
Best record for an entire careers play	41-6 Rick Workman (87.2%)	1971-72
Longest singles set	12-10 John Gormer lost Tim Dahle (Balt.)	4-15-1969
Longest singles match 10-8 ; 4-6; 7-5	(40)Dick Shelton over Pete Ragala (PG)	5-4-1969

Doubles

Most matches won during a single regular seasons play	16 Paul Morgan & Terry Durham	197
Most matches won during any single seasons tournament play	7 Rick Workman & Larry Wilson	19
Most matches won during an entire single seasons play	22 Rick Workman & Larry Wilson	19
Most consecutive doubles victories	19 Rick Workman & Larry Wilson	19
Best record for a single regular seasons play	16-1 Paul Morgan & Terry Durham (94.1%)	19

Best record for an entire single season play	22-3-1 Rick Workman & Larry Wilson 197 (88.0%)
Most regular season matches won during an entire career	31 Paul Morgan & Terry Durham 1971-7
Most tournament matches won during an entire career	11 Rick Workman & Larry Wilson 71-72
Most doubles matches won during an entire career	34 Paul Morgan & Terry Durham 71-72
Best record for an entire career of regular season play	31-4 Paul Morgan & Terry Durham 71-72 (91.2%)
Best record for an entire careers play	34-7 Paul Morgan & Terry Durham 71-72
Longest doubles set	12-10 Rick Smith & Dan Hanekamp (lost) Gary Cook & Den Scott (Pot. St.) 4-23-69
Longest doubles match 5-7; 6-4; 9-11	(42) Rick Smith & Gary Newcomb (lost) Gordon Radecke & Oscar Cottrell (Essex) 4-25-70

TENNIS

TEAM RECORDS

Best season record	14-2-1 (87.5%)		1971
Most team matches won in a single regular season	15		1972
Most consecutive team victories	10		1971
Most singles victores in one regular season	81		1971
Most doubles victories in one regular season	42		1971
Most total victories in one regular season	123		1971
Fewest games won by an opponent in a completed team match	5	Anne Arundel	1971
Fewest games won by Allegany in a completed team match	26	Rockville	1968
Fewest games played in a completed team match	113	Anne Arundel	1971
Most games won by Allegany in a team match	139	Takoma Park	1972
Most games won by an opponent in a team match	129	Potomac State	1969
Most games played in a team match	235	Louisburg	1972
Lowest yearly average of games won per match by Allegany Community College	66		1969
Highest yearly average of games won per match by Allegany Community College	105		1971
Lowest yearly average of games played per match	159		1975
Highest yearly average of games won per match by opponents	102		
Highest yearly average of games played per match	175		1968
Largest number of matches won during a season	124		1972
Largest number of matches won by the opponents during the season	67		1969
Smallest number of matches won during a season	14		1969

Smallest number of matches won by the opponents during a season	28	1975
Best average of matches won per team match, for opponent, during a single season	7.4	1969
Best average of matches won per team match during a single season	7.2	1971
Poorest average of matches won per team match during a single season	1.6	1969
Poorest average of matches won per team match for opponents during a single season	1.7	1971
Number of (9-0) matches won by ACC	23	
Number of 9-0 matches won by opponents	11	
Most 9-0 matches won by ACC in a single season	8	1972
Most 9-0 matches won by opponents in a single season	4	1969
Most singles victories for a regular season	83	1972
Most doubles victories for a regular season	42	1971
Fewest singles victories for a regular season	9	1969
Fewest doubles victories for a regular season	5	1969
Highest percentage of singles victories for a single season	79.4%	1971
Highest percentage of doubles victories for a single season	84.0%	1971
Lowest percentage of singles victories for a single season	16.7%	1969
Lowest percentage of doubles victories for a single season	3.1%	1969

1972 - 1976

ALLEGANY COMMUNITY COLLEGE BASEBALL

Year	Games	Won	Lost	Tied	Percentage	Coach
1972	14	3	11	0	.214	Steve Bazarnic
1973	20	13	7	0	.650	Steve Bazarnic
1974	18	11	6	1	.647	Steve Bazarnic
1975	19	10	9	0	.526	Steve Bazarnic
1976	33	28	5	0	.848	Steve Bazarnic
Totals	104	65	38	1	.631	

BASEBALL AWARD WINNERS 1972-1976

Most Valuable Player	Best Defensive Player
1972 Ken McLaughlin	1972 Harry Traynam
1973 Dan England	1973 Joe Determan
1974 Dan England	1974 Brian Carroll
1975 Ken Simpson - Jim McConnell	1975 Clarence Sines
1976 Scott Carcella	1976 Ken Simpson

Outstanding Pitcher

1972 None

1973 Dan England

1974 Mark Malec

1975 Joel Swope

1976 Mike Keel

Highest Batting Average

1972 Ken McLaughlin .348

1973 Dan England - Neal Skidmore .322

1974 Dan England .431

1975 Doc Daugherty .333

1976 Jeff Hull .396

TEAM CHAMPIONSHIPS

1976 Maryland Juco 'A' Division Champions - 'A' Record Won - 9 Lost - 1

TEAM SEASON - 1972-1976

Best won-lost percentage -.848 (28-5), 1976

Most Games----------------- 33, 1976

Most Games won------------- 28, 1976

Most Games Lost-----------11, 1972

Most runs scored----------269, 1976

Most at bats--------------1019. 1976

Most Hits----------------- 353, 1976

Most Doubles-------------- 63, 1976

Most Triples-------------- 16, 1976

Most Home runs-------------25, 1976

Most total bases-----------518, 1976

Most runs batted in ----237, 1976

Most walks--------------117, 1976

Most Strikeouts---------134, 1976

Most stolen bases-------76, 1976

Most errors-------------58, 1976

Longest losing streak----5, 1973,
1973, 1975

Longest winning streak----11, 1976

Highest team batting average---.34
197

INDIVIDUAL BATTING SEASON

Most at bats: 119 - Scott Carcella, 1976

Most hits: 47 - Scott Carcella, 1976

Most runs scored: 34 - Clarence Sines, 1976

Most doubles: 10 - Doc Daugherty, 1976

Most total bases: 79 - Scott Carcella, 1976 (32 singles, 6 doubles, 1 triple, and 8 home runs)

Most triples: 4 - Gary Grove, 1976

Most runs batted in: 34 - Scott Carcella, 1976

Most stolen bases: 21 - Mike Nelson, 1976

INDIVIDUAL PITCHING SEASON

Strikeouts: 99 - Dan England, 1973

Most shut outs: 2 - Mark Malec, 1973

Most innings pitched: 71 - Dan England, 1973

Best earned run average: 0.56 - Joe Carter, 1973

Most wins: 8 - Ric Ritchey, 1976

SECTION III

FACULTY RELATED INFORMATION

FACULTY PROFILE

Table I is a six-year profile of the faculty of Allegany Community College from the Fall of 1971 to the Fall of 1976. The Table states the total number of faculty for each of the six years and breaks down this total into course load status and by rank. Also, the total number of full-time equivalent (F.T.E.) faculty for each year is indicated.*

* The total number of full-time equivalent (F.T.E.) faculty members per academic semester is determined by taking the sum of all the credit hours for which both full-time and part-time faculty members are employed and dividing this result by 15.

TABLE I: FACULTY PROFILE FOR THE PAST SIX FALL SEMESTERS

ACADEMIC YEAR	TOTAL	PART-TIME*	FULL-TIME	F.T.E.	PRO-FESSORS	ASSOCIATE PROFESSORS	ASSISTANT PROFESSORS	INSTRUCTORS	ASSISTANT INSTRUCTORS
Fall 1971	68	18	50	54.13	4	9	19	16	2
Fall 1972	88	13	75	64.5	6	9	30	24	6
Fall 1973	94	15	79	82.2	6	14	21	29	9
Fall 1974	96	19	77	85.7	6	17	17	30	7
Fall 1975	97	13	84	85.7	7	16	18	36	7
Fall 1976	114	20	94	98.0	7	18	26	33	10

*NOTE: Part-time faculty members have undesignated rank.

TABLE IV

FACULTY LOAD DATA

Fall Semester 1971-1976

Fall Semester	Total Number FTE Faculty	Number FTE Students	Ratio FTE Faculty: FTE Students
1971-1972	54.1	1,261	1:23.3
1972-1973	64.5	1,106	1:17.1
1973-1974	82.2	1,172	1:14.3
1974-1975	85.7	1,126	1:13.1
1975-1976	85.7	1,272	1:14.8
1976-1977	98.0	1,453.53	1:14.8

NOTE: The ratio described does not mean that the average class size at the College for the fall semester of 1976 (for example) is 14.8 (or roughly 15) students. (Allegany Community College has numerous non-teaching full-time faculty members.)

FALL 1976

FULL-TIME EMPLOYEES

by

Job Classification, Race, and Sex

RACE & SEX / JOB CLASSIFICATION	Minority		White		Male		Female		Total	
	#	%	#	%	#	%	#	%	#	%
Administrative	0	0	13	100	13	100	0	0	13	100
Faculty	0	0	94	100	50	53.2	44	46.8	94	100
Tenured	0	0	41	100	23	56.1	18	43.9	41	100
Non-Tenured	0	0	53	100	27	50.9	26	49.1	53	100
Technical/ Paraprofessional	1	7.7	12	92.3	8	61.5	5	38.5	13	100
Secretarial/ Clerical	1	2.2	44	97.8	0	0	45	100	45	100
Service/ Maintenance	0	0	25	100	24	96	1	4	25	100
Total Full-Time Employees	2	.7	282	993	145	51.1	139	48.9	284	100

FALL 1976

PART-TIME EMPLOYEES

by

Job Classification, Race, and Sex

Race & Sex / Job Classification	Minority		White		Male		Female		Total	
	#	%	#	%	#	%	#	%	#	%
Administrative	0	0	0	0	0	0	0	0	0	0
Faculty	0	0	20	100	16	80	4	20	20	100
Technical/ Paraprofessional	0	0	0	0	0	0	0	0	0	0
Secretarial/ Clerical	0	0	0	0	0	0	0	0	0	0
Service Maintenance	0	0	1	100	1	100	0	0	1	100
Total Part-Time Employees	0	0	21	100	17	81.0	4	19.0	21	100

SECTION IV

COMMUNITY RELATED INFORMATION

COMMUNITY DATA

Population

The population of Allegany County has remained static for several years. Less than one percent change in the population has occurred since the 1960 census. This includes the 1970 census as well as the projections of the 1973 and 1975 populations.

Slightly more than 84,000 reside in Allegany County. More than 98 percent of that population is white and over 52 percent is female. Married persons make up 63 percent of the population. Eighty-six percent of the people are living in families.

The towns of Westernport, Frostburg, Cumberland, and LaVale suburbs are considered the only urban areas in Allegany County. They contain 52.5 percent of the population. This is a 4.2 percent decline since 1960.

The age of the population is getting older. The birth rate is declining while the death rate stabilizes. There was a net increase of 1,077 persons over the age of 75. But what has accounted for a decrease in actual population has been the out-migration of young people. Twenty-eight percent of the people between 10-19 in 1960 left before 1970 when they would be in their twenties.

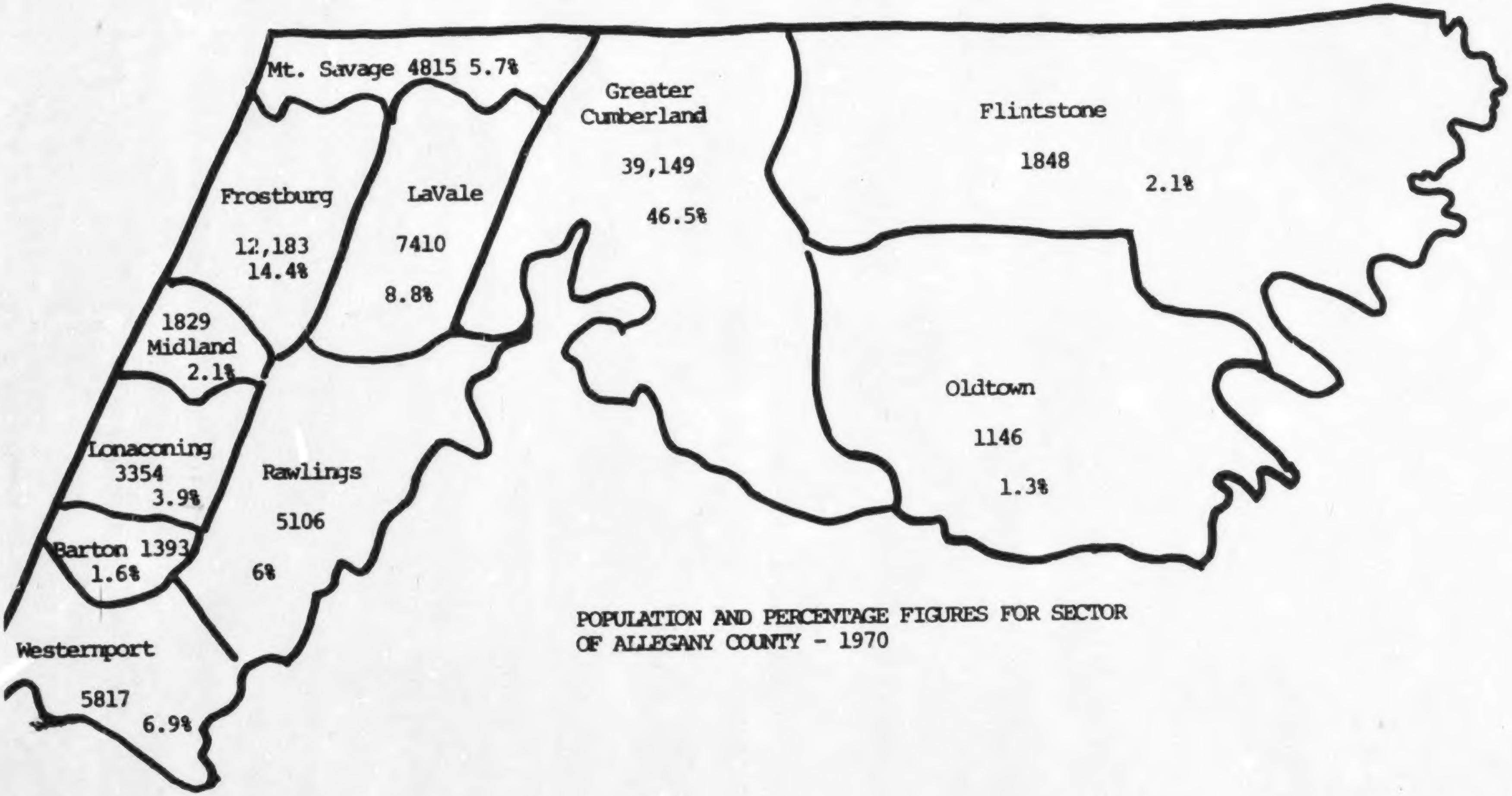
The following are a series of charts and maps which present population data for Allegany County.

	POPULATION TOTAL	ALLEGANY COUNTY		(RURAL-URBAN)	
		RURAL	PCT	URBAN	PCT
1960	84,169	36,442	43.3%	47,727	56.7%
1970	84,044	39,916	47.5%	44,128	52.5%

	POPULATION TOTAL	ALLEGANY COUNTY		(BY SEX)	
		MALE	PCT	FEMALE	PCT
1960	84,169	40,415	48%	43,754	52%
1970	84,044	39,666	47.2%	44,378	52.8%

POPULATION TOTAL	ALLEGANY COUNTY		(BY RACE)			
	WHITE	PCT	NEGRO	PCT	OTHER	PCT
84,169	82,991	98.6%	1,178	1.4%	N/A	
84,044	82,857	98.6%	1,059	1.3%	128	0.1%

	POPULATIOM	ALLEGANY COUNTY BY AGE
AGE	1960	1970
0 - 5	7,925	6,299
5 - 9	7,748	7,421
10 - 14	8,146	7,778
15 - 19	6,516	7,761
20 - 24	4,389	5,726
25 - 29	4,376	4,751
30 - 34	5,395	4,410
35 - 39	5,790	4,317
40 - 44	5,786	5,282
45 - 49	5,552	5,457
50 - 54	5,141	5,368
55 - 59	4,646	5,026
60 - 64	3,939	4,377
65 - 69	3,311	3,633
70 - 74	2,553	2,783
75 - 0	2,556	3,655


Mt. Savage 4815 5.7%
Greater Cumberland
39,149
46.5%
Flintstone
1848
2.1%
Frostburg
12,183
14.4%
LaVale
7410
8.8%
1829
Midland
2.1%
Oldtown
1146
1.3%
Lonaconing
3354
3.9%
Rawlings
5106
6%
Barton 1393
1.6%
Westernport
5817
6.9%

POPULATION AND PERCENTAGE FIGURES FOR SECTOR OF ALLEGANY COUNTY - 1970

1970 CENSUS

MARITAL STATUS	TOTAL
Male 14 years old and over:	
Total	29,568
Single	7,419
Married	20,320
Separated	336
Widowed	1,140
Divorced	689
Female 14 years old and over:	
Total	34,483
Single	7,439
Married	20,780
Separated	615
Widowed	5,152
Divorced	1,112
All 14 years old and over:	
Total	64,051
Single	14,858
Married	40,640
Separated	951
Widowed	6,292
Divorced	1,801
Families:	
Number	22,490
Average Size	3.21
People living in family	72,193 - 86%
Families children under 6	5,036 - 22%
One Parent Families with children under 6	333

SOURCE: 1970 CENSUS

INCOME

The newest figures released by the Commerce Department's Bureau of Economic Analysis put Allegany County next to last in the counties of Maryland in per capital income. These figures are even lower in relationship to other counties in this range when it is noted that these other counties have a large volume of rural farm income while Allegany County is overwhelmingly non-farm families.

In 1970, 19.7 percent of the population were under poverty guidelines. As one looks at reports from state agencies on employment, welfare, and economic condition, one can see that this figure is even higher today. In addition, many families in 1970 had borderline incomes which haven't changed as fast as the level of poverty and would now come under poverty guidelines.

The following data demonstrates the income situation in Allegany County. It doesn't take into account the high rate of unemployment, which has beset the industry in the county in the past 18 months. (See "Employment")

As indicated in Table I, the median family income of Allegany County was $8,036, some $3,027 less than the median income for the state of Maryland. The City of Cumberland possesses a figure even less in amount. Of the families in the community, some 17.1% in the county and some 20.3% in city earn less than $4,000, as shown in Table II.

TABLE I

MEDIAN INCOME OF THE LOCAL COMMUNITY AND THE STATE OF MARYLAND -- 1970 CENSUS DATA

COMMUNITY	MEDIAN INCOME
Maryland	$ 11,063
Allegany County	8,036
Cumberland	7,782

TABLE II

PERCENTAGE OF FAMILIES EARNING LESS THAN $4000 -- 1970 CENSUS DATA

COMMUNITY	PERCENT
Maryland	10.4
Allegany County	17.1
Cumberland	20.3

TABLE III

POPULATION TRENDS FOR ALLEGANY COUNTY AND CUMBERLAND -- 1950, 1960, 1970 CENSUS DATA

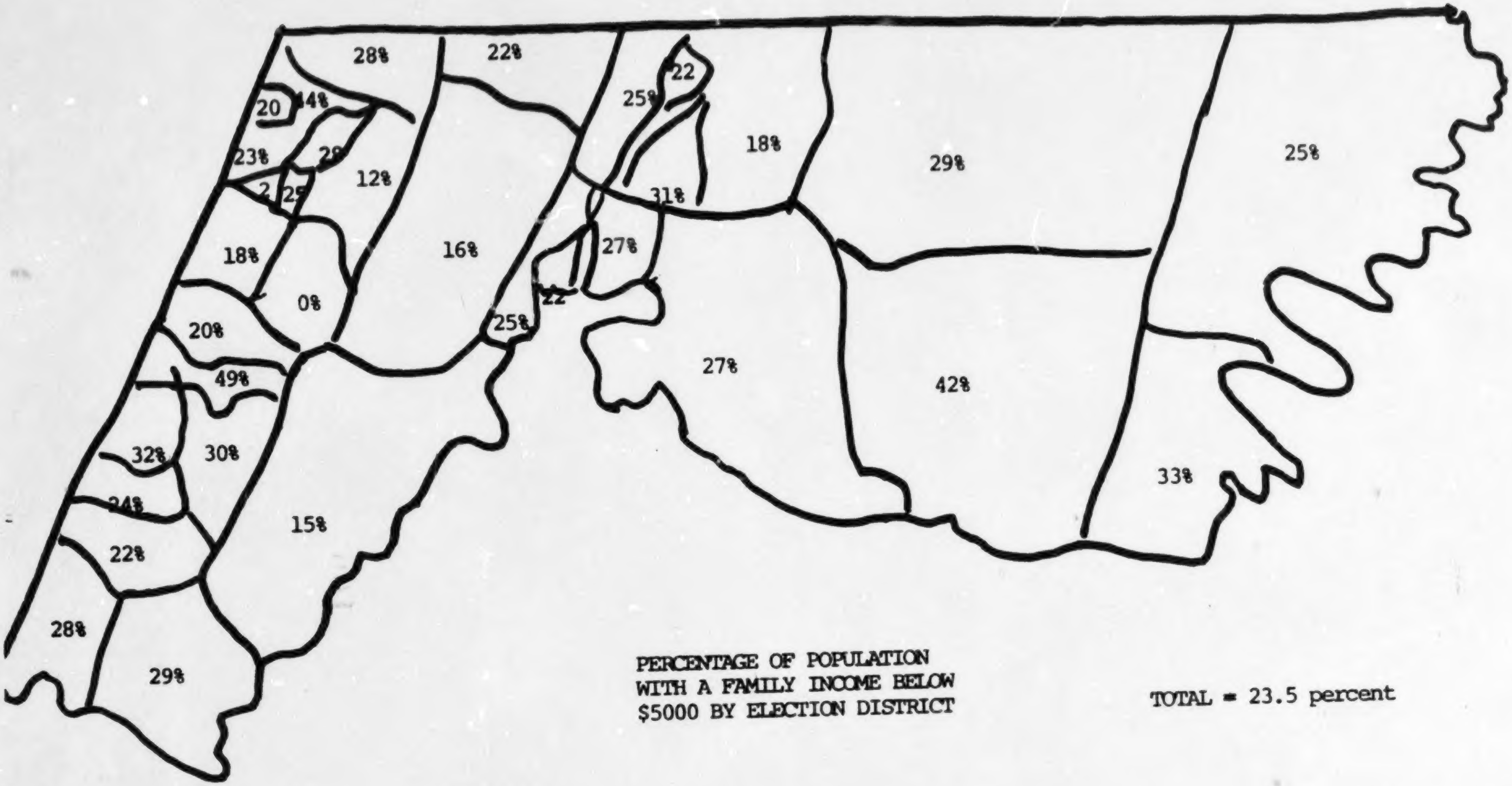
	1950 (N)	1960 (N)	% Change	1970 (N)	% Change
Allegany County	89,556	84,169	- 6.0	84,044	- 0.1
Cumberland	37,697	33,415	-11.3	29,724	-11.0

The family is an important unit in that it continues to be the primary basis for the delivery of educational services. The distribution and general characteristics of those family units are of utmost importance in determining the needs and methods of delivery. The average population per family in Allegany County in 1970 was 3.21 persons.

INCOME STATISTICS BY ELECTION DISTRICT

		Median Family Income	Average Family Size	% Receiving Public Assistance	% Receiving Social Security of R. R. Retirement
1.	Orleans	6717	3.3	10.8	23.4
2.	Oldtown	5776	3.5	14.4	30.9
3.	Flintstone	6883	3.7	.0	27.1
4.	Cumberland S.E.	7469	3.3	5.8	26.2
5.	Cumberland N.E.	7937	3.3	3.8	26.5
6.	Cumberland S.W.	9500	3.2	1.3	24.1
7.	Rawlings	9299	3.7	1.3	12.4
8.	Westernport	7392	3.5	3.6	76.6
9.	Barton	8216	3.4	.0	27.6
10.	Lonaconing	7332	3.4	5.5	26.1
11.	Frostburg	8200	3.4	4.2	14.9
12.	Frostburg	8150	3.3	3.3	21.7
13.	Mt. Savage	6521	3.4	5.8	37.2
14.	Cumberland Downtown	5444	2.9	7.6	49.1
15.	Lonaconing	7255	2.9	1.2	22.6
16.	North Branch	7690	3.4	2.8	25.6
17.	Vale Summit	9615	3.6	.0	.0
18.	Midland	7655	3.7	1.8	33.6
19.	Shaft	8058	3.7	.0	15.0
20.	Ellerslie	7519	3.7	.0	20.5
21.	Gross	9375	3.6	.0	24.0
22.	Cumberland N.E.	6779	3.1	5.7	22.7
23.	Cumberland North	8457	3.1	2.5	27.9
24.	Eckhart	8392	3.6	.0	28.5
25.	Pekin	7978	3.0	6.2	31.3
26.	Frostburg	7942	3.1	.9	23.5
27.	Gilmore	7063	3.2	8.8	33.7
28.	Frostburg	10595	3.3	.0	12.0
29.	LaVale	9883	3.3	1.6	18.9
30.	Zihlman	5500	3.6	.0	35.8
31.	McCoole	7435	3.9	9.6	22.6
32.	Frostburg	7904	2.9	.0	29.5
33.	Kifer	6400	2.8	.0	25.0

SOURCE: 1970 CENSUS

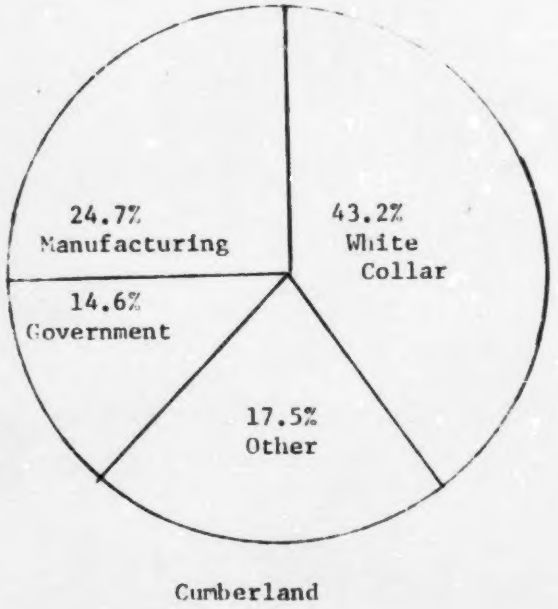

28%
22%
22
25%
18%
29%
25%
20
14%
23%
28
12%
2
25
31%
18%
16%
27%
0%
22
25%
20%
27%
49%
42%
32%
30%
33%
24%
15%
22%
28%
29%

PERCENTAGE OF POPULATION
WITH A FAMILY INCOME BELOW
$5000 BY ELECTION DISTRICT

TOTAL = 23.5 percent

LABOR FORCE

The majority of the labor force in Appalachian Maryland consists of members in age groups ranging from 25 to 54 years. The age distribution of the labor force of Appalachian Maryland and Maryland are illustrated by Figure 6. The labor force division in Cumberland and Allegany County is classified according to categories in Figure 7. As indicated for Cumberland, 24.7 percent of the labor force is employed in the manufacturing industries, 43.2 percent in white collar occupations and 14.6 percent are government workers. These figures are similar for the County being 31.1, 41.6, and 15.5 percent respectively. Figure 8 indicates a more comprehensive breakdown of categories for Appalachian Maryland and the State of Maryland as a whole.



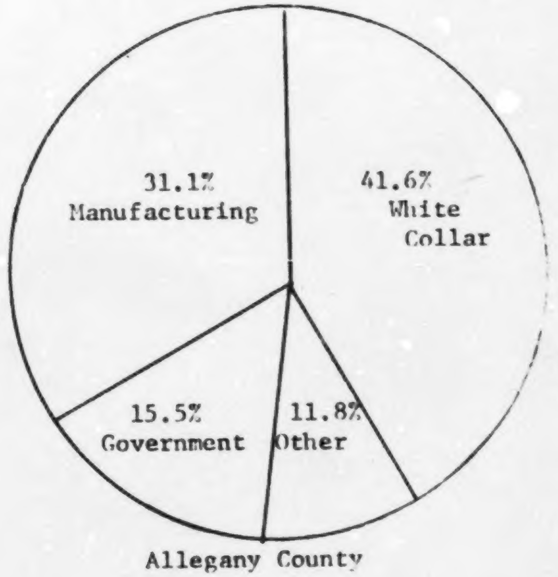
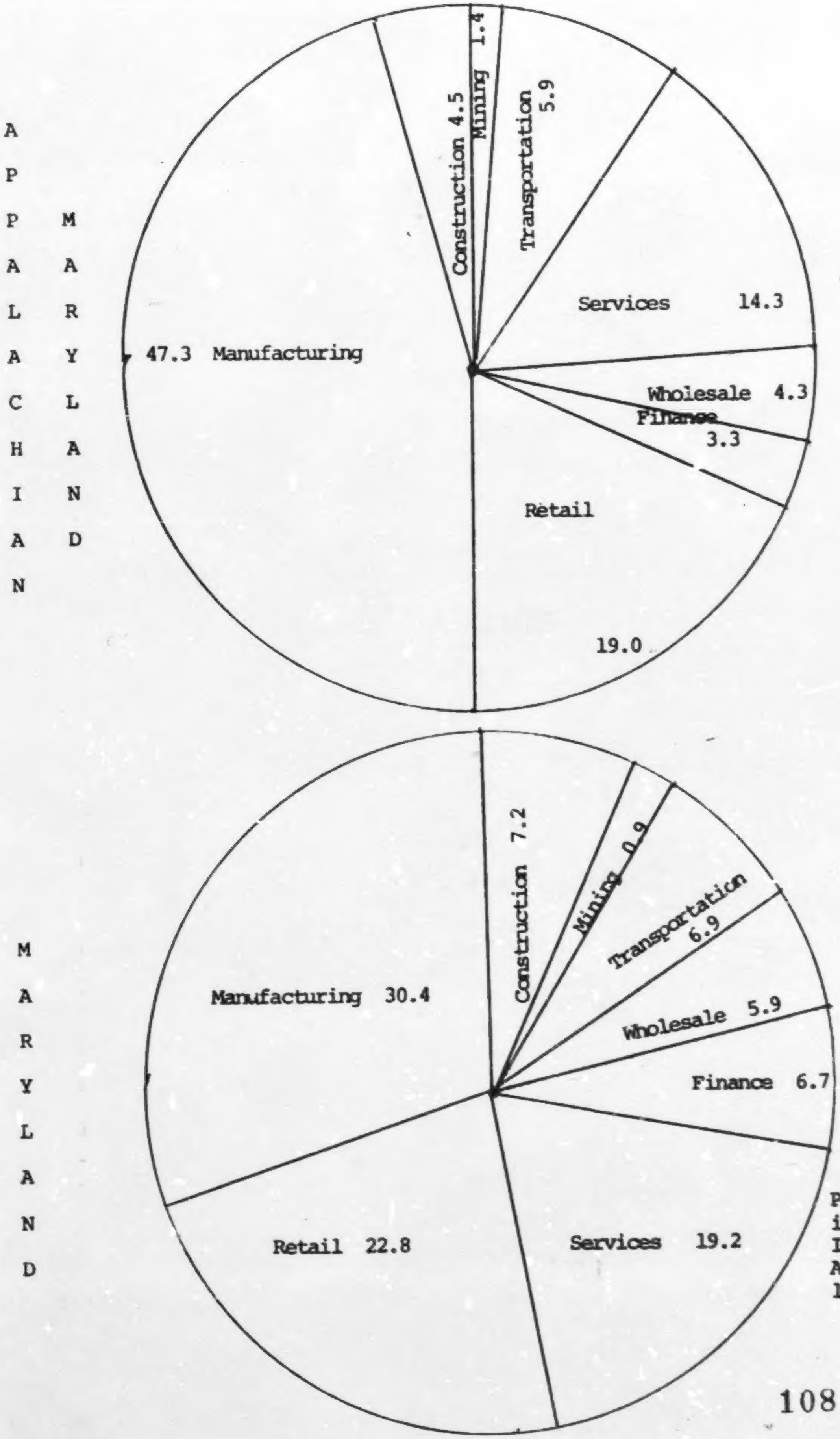


Figure 7

Proportions of Employees in 1970 Census Classifications -- Cumberland and Allegany County



TOTAL EMPLOYED:

56,154

TOTAL EMPLOYED:

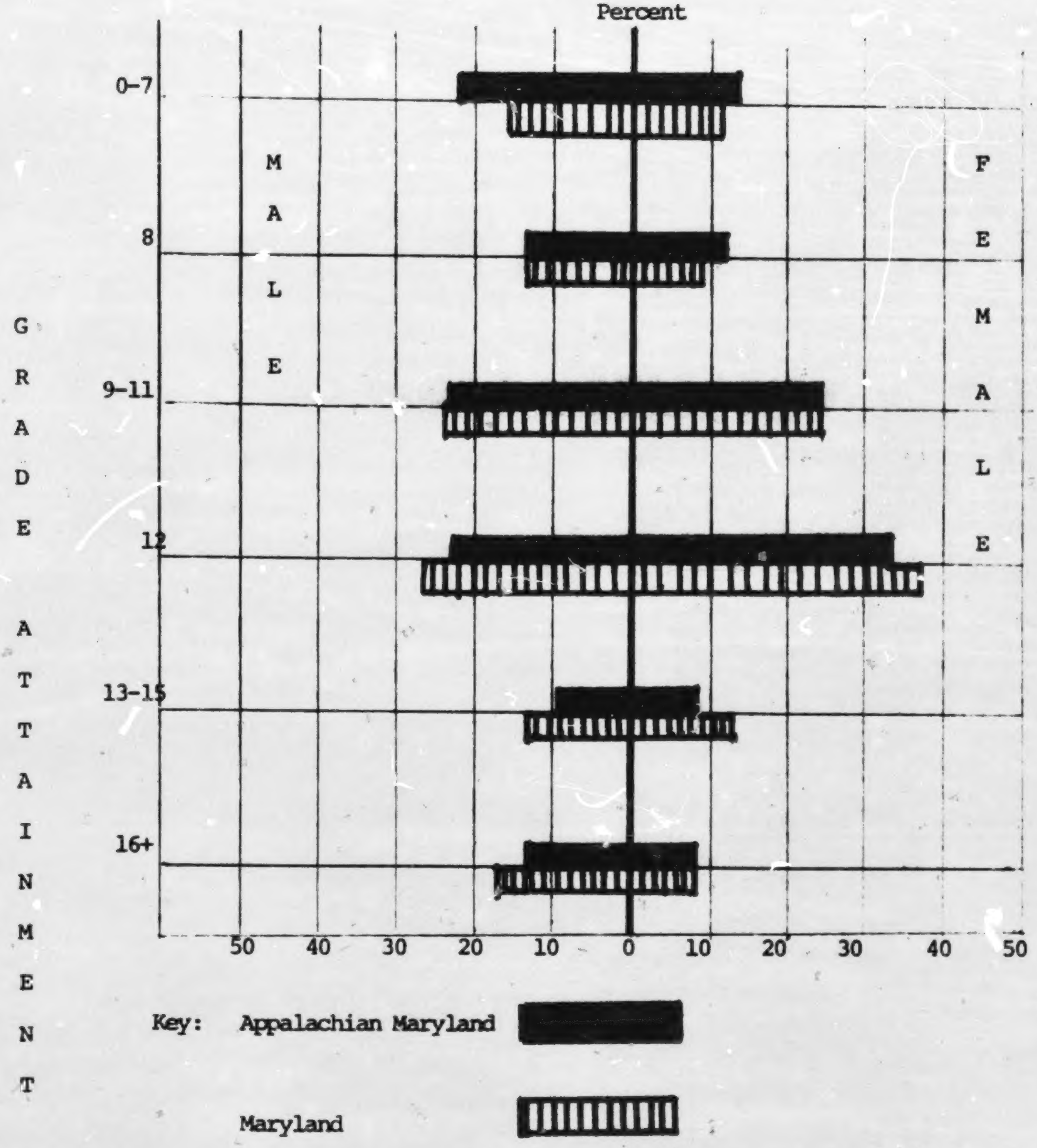
961,082

FIGURE 8

Proportions of Employees in Major Business and Industrial Categories in Appalachian Maryland in 1969.

EDUCATION DATA

The 1970 Census has shown that 46.9 percent of the people of Allegany County have completed four or more years of high school. The median years of school completed for persons twenty-five years of age or older was 11.8 years. The total percentage of persons between the ages of 14-17 years who are presently enrolled in school is 94.0 percent. Figure 9 presents an illustrative summary of the educational attainment of labor forces of Appalachian Maryland compared to the State of Maryland.



Source: Labor force of Maryland Projections of Socio Economic Characteristics to 1980

Figure 9
Educational Attainment of Labor Force of Appalachian Maryland and Maryland by Sex in 1970

EMPLOYMENT

Table IV shows the employment picture of Allegany County for the seven months of 1976. Note that the unemployment rate for Allegany County is almost double the unemployment rate of Maryland for each month of this year, reaching a high of 16.5 percent in February. Only Sumerset County (on the Eastern shore) had a monthly unemployment rate that was higher than Allegany County for each of these first seven months of 1976. A positive note is registered, however, when it is noted that from February to July there has been a steady decline in this figure to the point that the July unemployment rate figure is 10.6 percent.

Month	Labor Force	Employment	Unemployment	Unemployment Rate
January	31,965	27,080	4,885	15.3 (MD = 7.5)
February	32,385	27,050	5,335	16.5 (MD = 7.1)
March	32,560	27,420	5,140	15.8 (MD = 7.1)
April	32,280	27,745	4,535	14.0 (MD = 6.5)
May	31,755	27,995	3,760	11.8 (MD = 5.8)
June	31,815	28,275	3,540	11.1 (MD = 6.1)
July	31,420	28,105	3,315	10.6 (MD = 6.2)

ALLEGANY COUNTY PUBLIC SCHOOL ENROLLMENT AND ITS INFLUENCE ON A.C.C. FALL ENROLLMENT

	8th	9th	10th	11th	12th	# Of Graduates (Spring)	# Of Grad. Enrolling at ACC Following Fall Semester	% Of Grad. Enrolling at ACC Following Fall Semester	% Of Fall Enrollment Composed of that Year's Spring H.S. Graduates
1972-3	1376	1561	1630	1478	1385	1359	231	17	20.2
1973-4	1429	1566	1540	1553	1382	1394	223	16	18.7
1974-5	1371	1576	1526	1483	1499	1474	236	16	18.2
1975-6	1324	1567	1521	1458	1395	1409	296	21	18.2
						PROJECTIONS*			
1976-7	1361	1493	1495	1456	1381	1371	247	18	18.2
1977-8	1288	1535	1424	1431	1379	1358	244	18	18.2

*These projections made by the Office of Institutional Research of Allegany Community College solely for the purpose of serving as one component for a Fall enrollment projection model for A.C.C. County enrollment projections were computed based on a longitudinal analysis of grade level in terms of rates of increase/decrease experienced from grade level to grade level over the 4 academic years studied. Projections for the 1977-8 academic year subject to revision in September, 1976, based on the actual 1976-7 September county enrollment figures for each grade.

A.C.C. COMMUNITY SURVEY

During the summer of 1976, the Office of Institutional Research and the Public Relations Office of Allegany Community College performed a survey of Allegany County in order to determine both general and specific information concerning the community that the college serves. The population for this survey was a 4 percent random sample of all residential telephone numbers in Allegany County. A.C.C. students, who were trained in the techniques of telephone surveying, served as the callers for the survey.

Each of the twenty items of the survey was subject to a variety of analyses as is illustrated by QUESTION A which appears on the page following. Data from each item was computed for an overall total response (ALL), broken down by sex (MALE & FEMALE), broken down by location (9 locations were used), and further dissected by location and sex. In this way, many of the items can be explored in depth and specific pieces of data can be examined.

The following pages present only a few of the findings of the A.C.C. COMMUNITY SURVEY. Space limitations prevent the total set of results from appearing here but interested parties should contact either the Office of Institutional Research or the Public Relations Office of the College to request and obtain the entire report.

QUESTION A: HAVE YOU EVER VISITED THE ACC CAMPUS?

RESPONSES	ALL N	ALL %	MALE N	MALE %	FEMALE N	FEMALE %
Yes	419	56.5	145	72.5	274	50.6
No	322	43.5	55	27.5	267	49.4
	N = 741		N = 200		N = 541	

The majority of respondents to this item had visited the A.C.C. campus with males indicating this fact by a very large margin over females.

QUESTION A: HAVE YOU EVER VISITED THE ACC CAMPUS?

RESPONSES	All Responses N	All Responses %	Cumberland N	Cumberland %	LaVale N	LaVale %	Frostburg N	Frostburg %	Flintstone N	Flintstone %	Lonaconing N	Lonaconing %	Westernport N	Westernport %	Mt. Savage N	Mt. Savage %	Oldtown N	Oldtown %	Ridgeley N	Ridgeley %
Yes	419	56.5	271	61.3	47	79.7	46	47.4	12	63.2	24	42.1	4	14.8	12	57.1	1	14.3	2	16.7
No	322	43.5	171	38.7	12	20.3	51	52.6	7	36.8	33	57.9	23	85.2	9	42.9	6	85.7	10	83.3
	N = 741		N = 442		N = 59		N = 97		N = 19		N = 57		N = 27		N = 21		N = 7		N = 12	

The one location in which the largest body of respondents had visited the A.C.C. campus was LaVale in which almost 8 out of 10 respondents answered yes to this item. LaVale was then followed by Flintstone (63.2%), Cumberland (61.3%), and Mt. Savage (57.1%). Only in these four locations had a majority of the respondents visited the A.C.C. campus.

The other five locations can be broken down into two further sub-groups. The first group, their response indicating they had visited the A.C.C. campus did have a large percentage (greater than 40%) that had. This would include Frostburg (47.4%) and Lonaconing (42.1%). The other three locations (Westernport, Oldtown, and Ridgeley) indicated that over 8 out of 10 respondents had never visited that A.C.C. campus.

QUESTION A: HAVE YOU EVER VISITED THE ACC CAMPUS?

RESPONSES	Total Male N	Total Male %	Total Female N	Total Female %	Cumberland Male N	Cumberland Male %	Cumberland Female N	Cumberland Female %	LaVale Male N	LaVale Male %	LaVale Female N	LaVale Female %	Frostburg Male N	Frostburg Male %	Frostburg Female N	Frostburg Female %	Lonaconing Male N	Lonaconing Male %	Lonaconing Female N	Lonaconing Female %	Westernport Male N	Westernport Male %	Westernport Female N	Westernport Female %
Yes	145	72.5	274	50.6	99	76.7	172	55.0	21	95.5	26	70.3	11	57.9	35	44.9	7	58.3	17	37.8	N/A*		4	17.4
No	55	27.5	267	49.4	30	23.3	141	45.0	1	4.5	11	29.7	8	42.1	43	55.1	5	41.7	28	62.2	N/A		19	82.6
	N = 200		N = 541		N = 129		N = 313		N = 22		N = 37		N = 19		N = 78		N = 12		N = 45		N/A		N = 23	

* N/A (Not Applicable) indicates fewer than 5 responses received to this question

QUESTION N: HOW DO YOU FEEL ACC IS SERVING THE COMMUNITY?

RESPONSES*	All Responses			Cumberland		LaVale		Frostburg		Flintstone		Lonaconing		Westernport		Mt. Savage		Oldtown		Ridgeley	
	N	%	%**	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%
Excellent	248	35.3	38.6	156	37.3	28	47.5	29	32.2	8	42.1	9	16.7	9	36.0	6	31.6	2	28.6	1	9.1
Very Good	271	38.6	42.1	161	38.5	15	25.4	30	33.3	7	36.8	30	55.6	11	44.0	8	42.1	2	28.6	7	63.6
Good	103	14.7	16.0	66	15.8	7	11.9	12	13.3	2	10.5	10	18.5	2	8.0	2	10.5	1	14.3	1	9.1
Fair (O.K.)	21	3.0	3.3	11	2.6	4	6.8	5	5.6	0	0.0	1	1.9	0	0.0	0	0.0	0	0.0	0	0.0
Poor	0	0.0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0
No Opinion	59	8.4	- -	24	5.7	5	8.5	14	15.6	2	10.5	4	7.4	3	12.0	3	15.8	2	28.6	2	18.2
	N = 702			N = 418		N = 59		N = 90		N = 19		N = 54		N = 25		N = 19		N = 7		N = 11	

*These responses supplied by caller (question was triggered)

**These percentages computed only with opinionated responses (percentages are adjusted to remove the "no opinion" responses)

With small deviations by location, the large majority of the respondents view the College as serving the community at least good. In the (unadjusted) percentages presented for the locations in this table, the city of Cumberland gave A.C.C. the highest rating of all of the locations with 91.6% of all responses received answering that the College's efforts are at least good. However, the average for all of the locations (all of the responses of the survey) was still very high with 88.6% responding that the College is serving the community on a rating of at least good. No one in any of the 9 locations responded that ACC was serving the community poor.

QUESTION S: WHAT ARE THE MOST IMPORTANT REASONS THAT YOU WOULD CONTINUE YOUR EDUCATION AT ACC?

RESPONSES*	All Responses		Cumberland		LaVale		Frostburg		Flintstone		Lonaconing		Westernport		Mt. Savage		Oldtown		Ridgeley	
	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%
Location	260	41.9	175	45.2	26	45.6	18	28.6	6	40.0	14	30.4	8	47.1	6	40.0	2	40.0	5	33.3
Academic Reputation	84	13.5	51	13.2	9	15.8	9	14.3	1	6.7	7	15.2	2	11.8	2	13.3	0	0.0	3	20.0
Particular Major Offered	58	9.4	36	9.3	7	12.3	9	14.3	2	13.3	2	4.3	0	0.0	0	0.0	0	0.0	2	13.3
Recommendation of A Friend or Relative	56	9.0	30	7.8	6	10.5	4	6.3	2	13.3	6	13.0	4	23.5	2	13.3	0	0.0	2	13.3
Low Cost	94	15.2	51	13.2	6	10.5	15	23.8	2	13.3	11	23.9	3	17.6	2	13.3	2	40.0	2	13.3
Possibility of Obtaining Financial Assistance from ACC	41	6.6	29	7.5	2	3.6	4	6.3	1	6.7	2	4.3	0	0.0	1	6.7	1	20.0	1	6.7
Other	27	4.4	15	3.9	1	1.8	4	6.3	1	6.7	4	8.7	0	0.0	2	13.3	0	0.0	0	0.0
	N = 620		N = 387		N = 57		N = 63		N = 15		N = 46		N = 17		N = 15		N = 5		N = 15	

*These responses supplied by caller (question was triggered)

Location is the reason most often cited by survey respondents of all 9 localities as the factor in the continuation of their education at A.C.C. The second most frequently received response by 7 of the 9 locations was the low cost of

QUESTION 5: WHAT ARE THE MOST IMPORTANT REASONS THAT YOU WOULD CONTINUE YOUR EDUCATION AT ACC?

RESPONSES*	Total				Cumberland				LaVale				Frostburg				Lonaconing				Westernport			
	Male		Female		Male		Female		Male		Female		Male		Female		Male		Female		Male		Female	
	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%
Location	76	41.8	184	42.0	50	44.2	125	45.6	13	56.5	13	38.2	3	21.4	15	30.6	2	22.2	12	32.4	N/A#		6	46.2
Academic Reputation	21	11.5	63	14.4	12	10.6	39	14.2	4	17.4	5	14.7	3	21.4	6	12.2	1	11.1	6	16.2	N/A		2	15.4
Particular Major Offered	18	9.9	40	9.1	13	11.5	23	8.4	1	4.3	6	17.6	1	7.1	8	16.3	0	0.0	2	5.4	N/A		0	0.0
Recommendation of A friend or Relative	17	9.3	39	8.9	7	6.2	23	8.4	2	8.7	4	11.8	1	7.1	3	6.1	1	11.1	5	13.5	N/A		2	15.4
Low Cost	33	18.1	61	13.9	20	17.7	31	11.3	3	13.0	3	8.8	5	35.7	10	20.4	2	22.2	9	24.3	N/A		3	23.1
Possibility of Obtaining Financial Assistance from ACC	9	4.9	32	7.3	7	6.2	22	6.0	0	0.0	2	5.9	1	7.1	3	6.1	0	0.0	2	5.4	N/A		0	0.0
Other	8	4.4	19	4.3	4	3.5	11	4.0	0	0.0	1	2.9	0	0.0	4	8.2	3	33.3	1	2.7	N/A		0	0.0
	N = 182		N = 438		N = 113		N = 274		N = 23		N = 34		N = 14		N = 49		N = 9		N = 37		N/A		N = 13	

* These responses supplied by caller (question was triggered)

N/A (Not Applicable) indicates fewer than 5 responses received to this question

QUESTION E: IF ACC CREDIT COURSES WERE OFFERED IN A CENTER CLOSER TO YOUR HOME (SUCH AS YOUR LOCAL HIGH SCHOOL) WOULD YOU TAKE AN ACC CREDIT COURSE?

RESPONSES	Total				Cumberland				LaVale				Frostburg				Lonaconing				Westernport			
	Male		Female		Male		Female		Male		Female		Male		Female		Male		Female		Male		Female	
	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%
Yes	41	21.1	112	21.3	28	22.4	67	21.8	3	13.6	6	17.1	3	15.8	15	20.0	4	36.4	12	28.6	N/A#		7	30.4
No	128	66.0	343	65.2	82	65.6	209	67.9	18	81.8	26	74.3	14	73.7	48	64.0	5	45.5	20	47.6	N/A		10	43.5
Not sure	25	12.9	71	13.5	15	12.0	32	10.4	1	4.5	3	8.6	2	10.5	12	16.0	2	18.2	10	23.8	N/A		6	26.1
	N = 194		N = 526		N = 125		N = 308		N = 22		N = 35		N = 19		N = 75		N = 11		N = 42		N/A		N = 23	

N/A (Not Applicable) indicates fewer than 5 responses received to this question

QUESTION P: IN YOUR OPINION, WHICH OF THE FOLLOWING EDUCATIONAL PROGRAMS SHOULD BE EXPANDED IN THIS AREA?

RESPONSES*	All Responses		Cumberland		LaVale		Frostburg		Flintstone		Lonaconing		Westernport		Mt. Savage		Oldtown		Ridgeley	
	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%
College degree programs for students intending to transfer to another institution	172	26.8	109	28.8	22	40.7	12	14.3	8	44.4	11	22.4	4	13.8	4	21.1	0	0.0	2	20.0
Occupational/vocational programs	312	48.7	170	45.0	24	44.4	56	66.7	5	27.8	26	53.1	13	44.8	13	68.4	2	33.3	3	30.0
Adult education programs	93	14.5	57	15.1	4	7.4	9	10.7	4	22.2	8	16.3	5	17.2	1	5.3	2	33.3	3	30.0
Community services	51	8.0	34	9.0	2	3.7	6	7.1	0	0.0	4	8.2	7	24.1	0	0.0	2	33.3	2	20.0
No educational program should be expanded	13	2.0	8	2.1	2	3.7	1	1.2	1	5.6	0	0.0	0	0.0	1	5.3	0	0.0	0	0.0
	N = 641		N = 378		N = 54		N = 84		N = 18		N = 49		N = 29		N = 19		N = 6		N = 10	

*These responses supplied by the caller (question was triggered)

With one location as the exception (Flintstone) the response category that received the most frequent indication was occupational/vocational programs. Frostburg and Mt. Savage stressed this much more than the other seven locations with each giving this answer over 2/3 of their response. Flintstone's responses are unusual for their contrast with the responses from the other eight locations. Almost 45% of the Flintstone response expressed interest in the expansion of college degree programs for students intending to transfer to another institution with only 27.8% of this location's response indicating occupational/vocational programs. Also over 1/5 of Flintstone's answers expressed the opinion that adult education programs should be expanded in this area, which is considerably higher in terms of percentage response to this response category than most of the other locations.

It should be mentioned that Frostburg's low response to college degree programs (only 12 of the 84 respondents or 14.3% felt that this should be expanded in this area) is most probably due to the presence of Frostburg State College in this location. Only a very small number of the respondents at each location (2.0% overall) felt that no educational program should be expanded.

SECTION V

SERVICE RELATED INFORMATION

FINANCIAL AID: 1971 - 1976

By distributing funds according to need, Allegany Community College's financial aid program makes it possible for the greatest number of students regardless of their financial circumstances, to continue their education. Currently, more than thirty-three percent of all eligible enrolled students receive some form of financial aid from all available sources.

In addition to having its own funds, Allegany Community College participates in most federal programs. Residents of Maryland are also eligible to receive state scholarships and loans. Last year, Allegany Community College disbursed over $670,100 in funds from local, state, and federal programs.

The tables that follow give a historical overlook at the growth of the College's Financial Aid programs from the 1971 -1972 academic year to the 1975-1976 academic year and also a detailed look at the the 1974-1975 academic year.

Since the introduction of a full-time Director of Career Planning in the academic year 1971-2, the historical table shows the steady and often-times dramatic growth of the College's financial aid programs. Whereas during the 1971-72 academic year a total of 327 students were involved in financial aid programs totaling $104,664, the 1975-76 academic year saw the program serving 980 students and totaling $655,849.

TABLE I

ALLEGANY COMMUNITY COLLEGE
Cumberland, Maryland

Summary Of Financial Aid
1971 - 1976

Program	1971-72		1972-73		1973-74		1974-75		1975-76	
	#	$	#	$	#	$	#	$	#	$
Educational Opportunity Grant										
EOG	51	10,231	43	12,000	NA	NA	NA	NA	NA	NA
SEOG	NA	NA	NA	NA	100	47,467	85	39,660	91	43,960
BEOG	NA	NA	NA	NA	32	6,880	143	78,770	335	224,751
College Work-Study Program	135	38,533	125	35,526	192	91,812	257	175,000	318	229,856
Nursing Grants	37	10,000	54	12,170	17	6,034	19	6,430	15	6,000
General State Scholarships	2	400	4	800	6	1,300	10	2,900	12	3,000
Senatorial Scholarships	39	9,000	18	4,600	44	11,650	37	10,150	38	10,200
House of Delegates Scholarships	3	750	1	250	3	650	0	0	4	1,600
Other State Awards									20	9,250
Guaranteed Student Loans	41	28,750	35	30,145	39	34,050	80	92,765	101	119,514
State Student Incentive Grants	NA	NA	NA	NA	NA	NA	5	1,600	5	1,600
All Other Grants & Scholarships	19	7,000	21	8,000	47	11,647	30	10,100	44	28,505
TOTAL AWARDS/DOLLARS	327	104,664	301	103,491	480	211,490	666	417,375	979	678,236

TABLE II
ALLEGANY COMMUNITY COLLEGE
CAREER PLANNING OFFICE

1974-75 Annual Report Of Financial Aid Programs Coordinated

Name Of Program	Amount Program	County Residents	Average Award	State Residents	Average Award	Non-State	Average Award	Total Awards	Average Award
College Work-Study	$175,000	207	$ 783	31	$ 628	19	$ 803	257	$ 679
Supplementary Grants	$ 39,660	67	$ 458	9	$ 447	8	$ 506	84	$ 461
Basic Grants	$ 78,770	126	$ 554	11	$ 559	7	$ 362	144	$ 547
Nursing Scholarships	$ 6,430	15	$ 351	0	0	4	$ 375	19	$ 356
Local Scholarships	$ 5,870	19	$ 290	1	$ 150	1	$ 200	21	$ 279
Private Scholarships	$ 4,230	5	$ 283	2	$ 700	1	$ 250	8	$ 528
Md. Senatorial Scholarships	$ 10,150	29	$ 274	7	$ 285	1	$ 200	37	$ 274
Md. General Scholarships	$ 2,900	8	$ 275	2	$ 350	0	0	10	$ 290
State Student Incentive Grants	$ 1,600	4	$ 275	1	$ 500	0	0	5	$ 320
Guaranteed Student Loans	$ 92,765	53	$1,079	14	$1,295	13	$1,348	80	$1,159
1974-75 Total Awards	$417,375	533	$ 647	78	$ 639	53	$ 639	665	$ 802
1973-74 Total Awards	$384,900	409	$ 661	47	$ 597	42	$ 781	498	$ 664
Per Cent Increase/Decrease	+8%	+30%	-2%	+66%	+7%	+26%	-18%	+34%	+21%

ALLEGANY COMMUNITY COLLEGE
CAREER PLANNING OFFICE

1974-75 Career Students On Financial Aid

		Students	Dollars
College Work-Study	Total	257	$175,000
Non-Career		64	$ 55,903
Career		193	$119,097
SEOG	Total	84	$ 39,660
Non-Career		25	$ 11,550
Career		59	$ 28,110
Basic Grant	Total	144	$ 78,770
Non-Career		44	$ 22,990
Career		100	$ 55,780
Nursing	Total	19	$ 6,390
Local ACC Scholarships	Total	21	$ 5,8[illegible]
Non-Career		11	$ 2,810
Career		10	$ 3,060
Privately Sponsored Scholarships	Total	8	$ 4,270
Non-Career		2	$ 870
Career		6	$ 3,400
Maryland Senatorial Scholarships	Total	37	$ 10,150
Non-Career		10	$ 2,550
Career		27	$ 7,600
Maryland State General Scholarships	Total	10	$ 2,900
Non-Career		3	$ 900
Career		7	$ 2,000
Guaranteed Student Loans	Total	80	$ 92,765
Non-Career		14	$ 14,950
Career		66	$ 77,815
State Student Incentive Grants	Total	5	$ 1,600
Non-Career		2	$ 600
Career		3	$ 1,000

Grand Totals

Non-Career Students : 99	Awards: 175	Amount: $113,123
Career Students : 273	Awards: 490	Amount: $304,252

ALLEGANY COMMUNITY COLLEGE
CAREER PLANNING OFFICE

1974-75 Career Students On Financial Aid

Program	Career Students	Dollars Awarded
College Work-Study	193	$119,097
Supplemental Grant	59	$ 28,110
Basic Grant	100	$ 55,780
Nursing	19	$ 6,390
Local ACC Scholarships	10	$ 3,060
Privately Sponsored Scholarships	6	$ 3,400
Maryland Senatorial Scholarships	27	$ 7,600
Maryland State General Scholarships	7	$ 2,000
Guaranteed Student Loans	66	$ 77,815
State Student Incentive Grants	3	$ 1,000

Totals

Career Students: 273 Awards: 490 Amount: $304,252

LIBRARY

The College Library is considered a primary resource for all instruction and is being developed as an integral part of the total College program. Open stacks are maintained so that easy access to the collection is possible. The collections of other libraries are readily available through interlibrary loans.

The growth of the Library has not only kept pace with that of the College, but has exceeded it in many ways. The staff, composed of trained professional librarians, competent nonprofessional and clerical members, and student aides, diligently seeks to provide outstanding service to the students, faculty, and administration of the College, as well as, citizens of the local community. To supplement the present collection of 39,000 volumes, the library subscribes to over 400 periodicals, and is a select depository for U.S. Government Publications. In addition, audiovisual materials and equipment, such as disc and tape recordings, color slides, filmstrips, motion pictures, and video tapes have been added in great quantities.

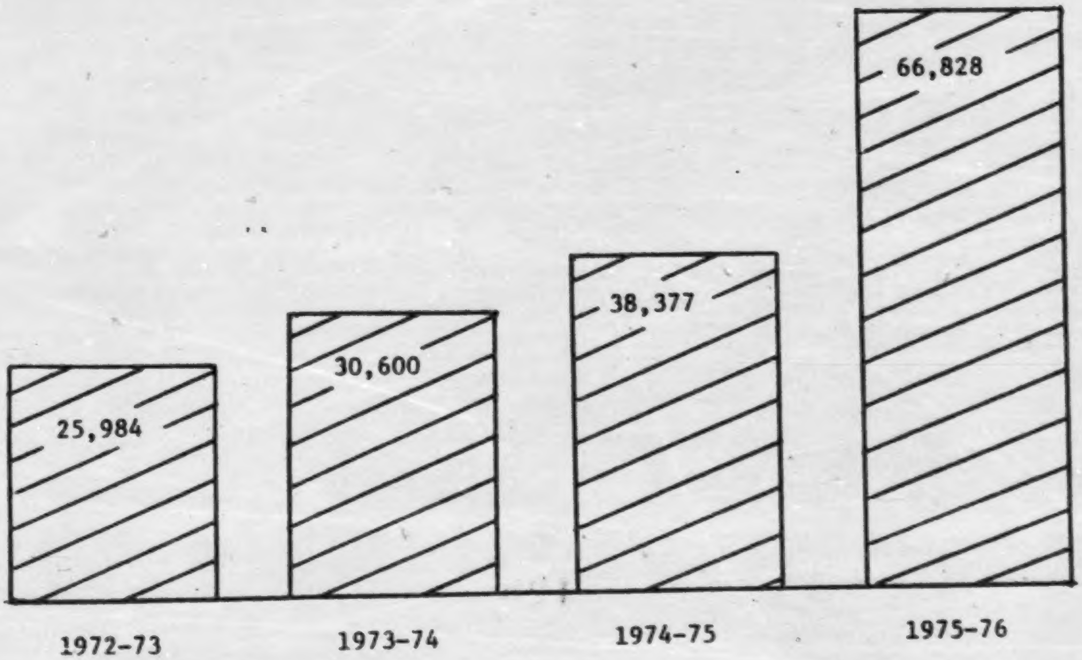
Of special interest to the citizens of Allegany County and Western Maryland is the Appalachian Collection. This special collection contains materials on the history and genealogy of the local area. Recently a collection of oral history, tape-recorded personal narratives, has been developed as a part of this valuable collection.

Year (Fall)	No. Volumes	AV Materials	No. Printed Government Documents	No. Reels Of Microfilm	No. of Periodical Titles
1971	29,722	N/A	1200	348	294
1972	33,175	N/A	1250	421	304
1973	35,272	N/A	1275	680	252
1974	36,529	1623	1371	848	332
1975	38,096	2344	463	1214	341
1976	39,420	2835	4293	1408	439

USAGE OF MATERIALS

	1972-73	1973-74	1974-75	1975-76
Books	20,413	19,042	21,777	22,357
Periodicals	885	5,740	6,507	9,519
Phonodiscs	778	738	455	516
Audio-Visual Materials	NA	617	1,358	1,358
Microfilm	NA	NA	NA	1,039
Reserve Collection	3,908	4,463	8,280	32,039
TOTAL CIRCULATION	25,984	30,600	38,377	66,828

TOTAL CIRCULATION



FINANCES

	1972-3	1973-4	1974-5	1975-6
Salaries Library Administration	$ 34,250.	$ 33,970.	$ 37,554.	$ 41,398.
Salaries Library Clerical	18,660.	21,750.	24,156	26,282
Salaries Library Work/Study	4,600.	4,800.	10,800.	11,250.
Books	16,150.	19,000.	19,064.	19,250.
Periodicals	3,800.	4,275.	4,342.	5,347.
Binding	1,710.	1,710.	1,865.	509.
Supplies	1,235.	1,235.	1,595.	1,610.
Microfilm	1,710.	-0-	-0-	2,291.
L C Cards	475.	741.	800.	600.
Equipment	-0-	-0-	-0-	3,178.
TOTAL	82,590.	87,481.	100,176.	111,715.

COLLECTION SIZE

	1972-73	1973-74	1974-75	1975-76
Books	35,272	36,529	38,096	39,420
Government Documents	NA	189	463	4,293
Periodical Titles	252	332	341	439
Microfilm (Reels)	680	848	1,214	1,408
Phonodiscs	NA	1,182	1,178	1,224
Filmstrips	NA	346	762	947
Slide-sound Sets	NA	46	118	213
Film Loops 8mm	NA	7	83	129
Motion Pictures 16mm	NA	40	53	65
Phonotapes (Cassettes)	NA	NA	150	249
Videotapes	NA	NA	NA	8

SUBJECT DISTRIBUTION OF THE BOOK COLLECTION

Percentage of Total Book Collection

	1972-73	1973-74	1974-75	1975-76
Humanities	42%	42%	42%	42%
Social Sciences & History	39%	40%	40%	40%
Natural Sciences (including Allied Health Professions)	13%	13%	13%	13%
Technologies	6%	5%	5%	5%

Note: The subject divisions listed are not to be interpreted as representative of the curricular divisions at ACC. They are based on the Library of Congress Classification System and therefore include many subjects, Academic and Career, under each broad heading.

Percentage of Volumes Added Per Year

	1972-73	1973-74	1974-75	1975-76
Humanities	NA	NA	32%	38%
Social Sciences & History	NA	NA	44%	38%
Natural Sciences (including Allied Health Professions)	NA	NA	18%	19%
Technologies	NA	NA	6%	5%

SECTION VI

GENERAL COLLEGE RELATED INFORMATION

PLANT

From the modest beginnings in the former Carver School on Frederick Street, where the first students were enrolled in September, 1961, the College now boasts a $9,000,000 campus in suburban Cumberland.

The 370-acre campus includes eight major buildings which provide modern facilities for 1,300 full-time students. Facilities and equipment are consistent with and designed to maintain the high academic standards of the College. In addition to the Library, Humanities, and Science Buildings, there is a College Center which houses the Student Lounge, dining faculities, a 400-seat theatre, and Admissions, Student Services, the Registrar, Public Relations, and the Business Office. The campus also includes a Physical Education Building which houses a large gymnasium and indoor swimming pool.

The most recent addition to the Willow Brook Campus is the Careers Center. The $2,000,000 structure houses instructional and laboratory facilities for several of the career technology programs in addition to the Computer Center and the Instructional Technology Center.

Full occupancy of the $9,000,000 campus occurred in February, 1970. The campus is located on a 370-acre tract of land in the Willow Brook Valley area of Cumberland.

There are 157,026 square feet of total net assignable area with the following percentage breakdown:

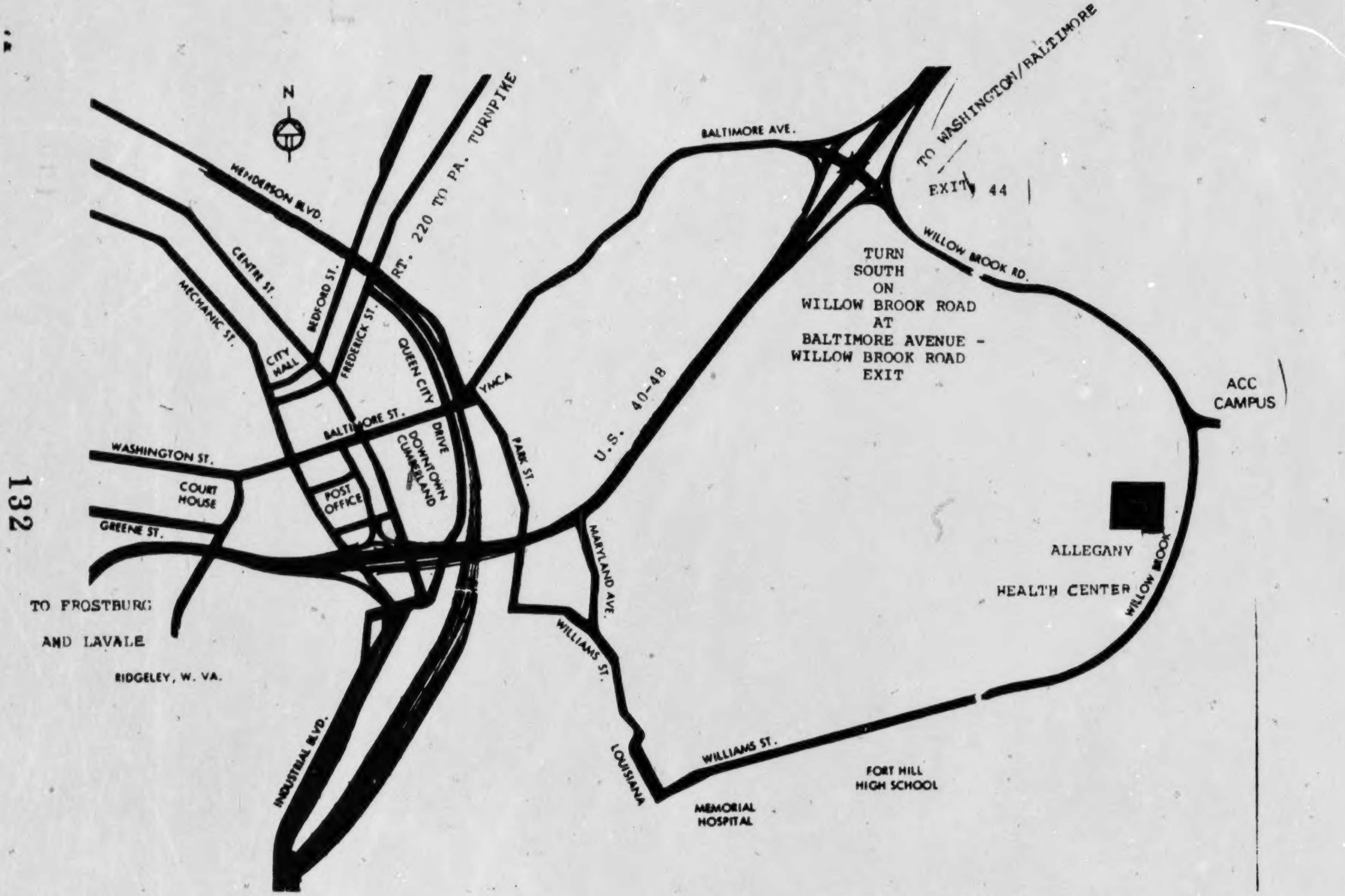
15.8%	classrooms
27.8%	laboratories
11.5%	offices
11.4%	study facilities
21.9%	special uses
6.8%	general use
4.1%	supporting
.5%	medical care facilities

FINANCES

The income for Allegany Community College is 50 percent from state funds, 28 percent from local funds, and 22 percent from tuition.

The following chart presents the operating budget and the budget expenditures for the past five fiscal years.

Fiscal Year	Operating Budget	Budget Expenditures
1971	1,306,986	1,319,182
1972	2,010,741	2,010,000
1973	2,010,741	2,119,300
1974	2,552,968	2,739,147
1975	2,739,146	2,986,911


N
TO WASHINGTON/BALTIMORE
EXIT 44
BALTIMORE AVE.
WILLOW BROOK RD.
ACC CAMPUS
ALLEGANY HEALTH CENTER
WILLOW BROOK
U.S. 40-48
HENDERSON BLVD.
RT. 220 TO PA. TURNPIKE
CENTRE ST.
MECHANIC ST.
BEDFORD ST.
FREDERICK ST.
CITY HALL
QUEEN CITY DRIVE
YMCA
BALTIMORE ST.
DOWNTOWN CUMBERLAND
PARK ST.
WASHINGTON ST.
COURT HOUSE
POST OFFICE
GREENE ST.
MARYLAND AVE.
WILLIAMS ST.
TO FROSTBURG AND LAVALE
RIDGELEY, W. VA.
INDUSTRIAL BLVD.
LOUISIANA
WILLIAMS ST.
FORT HILL HIGH SCHOOL
MEMORIAL HOSPITAL

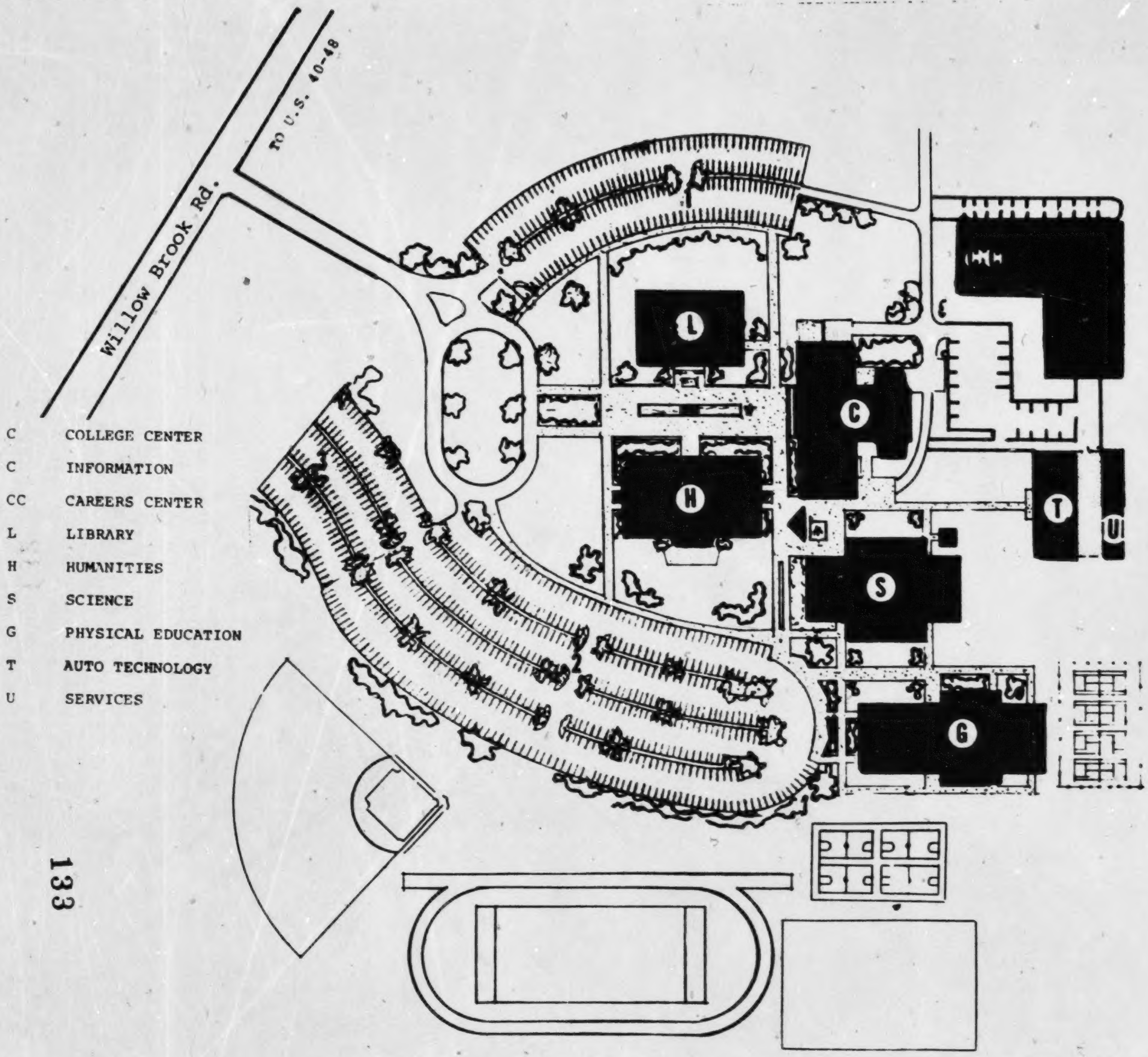
TURN
SOUTH
ON
WILLOW BROOK ROAD
AT
BALTIMORE AVENUE -
WILLOW BROOK ROAD
EXIT

Allegany Community College held classes for the first time in September 1961 with an enrollment of 21 students. Encouraged by four years of continuous growth and regional accreditation, college officials in 1965 initiated plans for a more adequate facility to replace its cramped quarters on Frederick Street.

Following the selection of this site, which is just 3 miles east of Cumberland off U.S. 40, a formal ground-breaking ceremony was held on July 31, 1968. First classes were held in September 1969, and the formal dedication followed on November 7.

The new 370 acre campus includes six major buildings which provide modern facilities for 1,000 full-time students. Facilities and equipment are consistent with and designed to maintain the high academic standards of the College. In addition to the Library, Humanities, and Science Buildings, there is a College Center which houses the Student Lounge, dining facilities, a 400 seat auditorium, and offices for Student Services and Admissions. The campus also includes a Physical Education Building which includes a large gymnasium and indoor swimming pool.

For information concerning courses and programs offered by Allegany Community College, please write or call the Admissions Office, (301) 724-7700.


Willow Brook Rd.
TO U.S. 40-48
L
C
H
S
G
T
U

C	COLLEGE CENTER
C	INFORMATION
CC	CAREERS CENTER
L	LIBRARY
H	HUMANITIES
S	SCIENCE
G	PHYSICAL EDUCATION
T	AUTO TECHNOLOGY
U	SERVICES

YEAR TO YEAR SIGNIFICANT CHANGES AT ACC FROM ACADEMIC YEAR 1970-1971 TO ACADEMIC YEAR 1974-75

Significant changes during the 1970-71 academic year

Addition of Computer Science Curriculum, Electronic Data Processing Technology, and Data Processing certificate program. A new Electronic Data Processing Center with an NCR Century 615-50 computer and appropriate staff have been added. An Office of Institutional Research and Development has been added.

Significant changes during the 1971-72 academic year

Addition of Dental Assisting Program, planning for Instructional T.V. Program. Administrative reorganization -- two new Deans (Career Programs Area, Student Services Area). New positions added in Director of Student Life and Career Planning, Director of Student Financial Aids, Public Relations Specialist, Audio-Visual Maintenance Technician. Computer system upgraded to larger capacity to handle increasing systems.

Significant changes during 1972-73 academic year

Addition of Medical Laboratory Technology and Mental Health Technology Programs, planning for Electro-Mechanical Technology and for Instructional T.V. Programs. Computer system upgraded to larger capacity to handle increasing systems. Addition of the following in the student services area: (1) a comprehensive computer-assisted financial aid program; (2) a new instructional area of student development; (3) training and utilization of paraprofessional staff in counseling activities; and (4) a comprehensive veteran affairs service. Added to the academic programs area: (1) an open reading laboratory; (2) a "Curriculum without walls"; and (3) the "Saturday Semester." The College's new Technology Building is currently under construction.

Significant changes during the 1973-74 academic year

Two new curricula added: Electro-Mechanical Technology and Recreational Leadership. Careers Center Building completed providing new facilities for most career programs. An extensive follow-up study had been completed and the Institutional Goals Inventory was also administered.

Significant changes during the 1974-75 academic year

A new Dean of Academic Programs was appointed effective July 1, 1975, upon the retirement of the former dean. A "Division" has been created bringing together English, Reading, Speech and Drama - more to come. A special consultant has been engaged to evaluate and make recommendations regarding the structure and organization of the College and the inter-relationships and communication among the segments of the College. Construction completed on Careers Center January 20, 1975, occupied immediately, followed by public open house on April 6, 1975. Increased usage of multi-media methods for classroom presentation; development of credit and non-credit courses using educational television (i.e. campus production and Public Broadcasting PBS).

Significant changes during the 1975-6 academic year

Nine curricular offerings have been added in the academic programs division with two curricular offerings in the career programs division.

Included in the academic programs are Business Technology, Chemistry, Drama, Horticulture, Journalism, Pre-Pharmacy, Pre-Professional (Medicine, Dentistry, Veterinary Medicine, Law) Social Work and Sociology. New career program offerings include Media Technology and Practical Nursing.

The Institutional Goals Inventory (IGI)

In June of 1973, the Office of Institutional Research set out to begin efforts toward the identification and clarification of the goals of Allegany Community College. In planning sessions, it was decided that the following be accomplished:

(1) Data be collected concerning what the constituent groups of the College, the community, and possible future students of the College thought the College was doing at the present time and also what they thought the College should be doing now and in the future.

(2) The data be processed, presented, and analyzed.

(3) The data be presented to a College-wide body that consisted of representatives of each group within the institution, and that the group begin efforts toward the development of specific mission and goal statements for Allegany Community College.

Methods and Procedures. In order to accomplish the tasks outlined, the following methods and procedures were utilized:

(1) A College-wide body consisting of representatives from all constituent groups of the College was appointed by the President and began, along with many other tasks, working with the writer in the planning of the research project.

(2) The Institutional Goals Inventory (IGI), as developed by Educational Testing Service, Princeton, New Jersey, was selected as the survey instrument (see Appendix A).

(3) The IGI was administered to (1) students, faculty, and administrators of Allegany Community College; (2) a random sample of public high school students (eleventh grade) in Allegany County; and (3) a sample of the citizens of Allegany County.

(4) The data was tabulated, processed, and analyzed.

The IGI was distributed to all members of the faculty and administrator groups in January, 1974. A random sample of Allegany Community College students (part- and full-time) was selected and the IGI administered to the student sample at several testing times during February, 1974. Through the cooperation of the Allegany County Public Schools, the IGI was administered to a random sample of high school Juniors during designated testing times within each of the County's eight high schools in February, 1974.

Table I presents a summary of the sample sizes, the number of returned instruments, and the percent of the total population of each group represented by the returned and completed instruments.

TABLE I

SUMMARY OF THE SAMPLE SIZES AND THE CORRESPONDING NUMBER AND PERCENT OF RETURNED INSTRUMENTS

GROUP	SAMPLE SIZE	% POP. REPRESENTED	NO. OF IGI'S RETURNED	% RETURNED	% POP. REPRESENTED
ACC Students	230	20.0	141	61.3	12.3
ACC Faculty	77	100.0	54	70.1	70.1
ACC Administrators	15	100.0	12	80.0	80.0
High School Students	139	10.0	139	100.0	10.0
Community	242	---	117	48.3	----

As indicated by Table I, a total of 230 ACC students (a 20 percent random sample of the student body) were selected at random to complete the Institutional Goals Inventory. Of those 230 students, 141 (61.3 percent) returned completed questionnaires, thus representing 12.3 percent of the total student body of the College. The Inventory was distributed to 100 percent of the faculty and administrators of the College, with a total return of 54 (70.1 percent) and 12 (80.0 percent) respectively. The community sample was selected by utilizing a twenty percent random sample of the parents of Allegany County high school juniors, as well as a group of 103 identified community representatives and leaders. The data collected from each of the groups were analyzed separately.

Presentation of the Data.

The Institutional Goals Inventory consists of 90 questions concerning college goals and requires responses dealing with how the individual feels the college (1) is currently emphasizing the function, and (2) should be emphasizing that function. As such, the IGI consists of 90 "IS" questions and 90 "SHOULD BE" questions. The respondent answers each question by indicating his perceptions of the importance of the goal to the institution on a linear scale of answers. The scale of answers consists of five possibilities with corresponding values or weights -- i.e., "of no importance" (weighted as 1), "of low importance" (2), "of medium importance" (3), "of high importance" (4), and "of extremely high importance" (5). A complete copy of the IGI is presented in Appendix A.

The IGI utilizes various questions to measure the "IS" and "SHOULD BE" emphasis of twenty "Goal Areas." Thirteen of these goal areas are "Outcome Goals," and seven are "Process Goals." Following are the twenty Goal Areas identified and defined, with the numbers of the IGI questions used to measure each goal area:

A. Outcome Goals

1. Academic Development -- this goal has to do with acquisition of general and specialized knowledge, preparation of students for advanced scholarly study, and maintenance of high intellectual standards on the campus. (1, 4, 6, 9)*
2. Intellectual Orientation - this goal area relates to an attitude about learning and intellectual work. Likewise, some conception of the scholarly, rational, analytical, inquiring mind that has perhaps always been associated with the academy or university. (2, 5, 7, 10)

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*Appendix B summarizes group responses to each question of the IGI.

3. Individual Personal Development - this goal area means identification by students of personal goals and development of means for achieving them, enhancement of sense of self-worth and self-confidence. (3, 8, 11, 13)

4. Humanism/Altruism - this goal area reflects a respect for diverse cultures, committment to working for world peace, consciousness of the important moral issues of the time, and concern about the welfare of man generally. (14, 17, 20, 23)

5. Cultural/Aesthetic Awareness - this goal area entails a heightened appreciation of a variety of art forms, required study in the humanities or arts, exposure to forms of non-Western art, and encouragmenet of active student participation in artistic activities. (15, 18, 21, 24)

6. Traditional Religiousness - this goal area is intended to to mean a religiousness that is orthodox, doctrinal, usually sectarian, and often fundamental -- in short, traditional rather than "secular" or "modern." (16, 19, 22, 25)

7. Vocational Preparation - this goal area means offering: specific occupational curricula (as in accounting or nursing), programs geared to emerging career fields, opportunities for retraining or upgrading skills, and assistance to students in career planning. (26, 30, 36, 38)

8. Advanced Training - this goal area can be most readily understood simply as the availability of post-graduate education. (27, 31, 32, 41)

9. Research - this goal area involves doing contract studies for external agencies, conducting basic research in the natural and social sciences, and seeking generally to extend the frontiers of knowledge through scientific research. (28, 34, 35, 37)

10. Meeting Local Needs - this goal area is defined as providing for continuing education for adults, serving as a cultural center for the community, providing trained manpower for local employers, and facilitating student involvement in community-service activities. (29, 33, 39, 40)

11. Public Service - this goal area means working with governmental agencies in social and environmental policy formation, committing institutional resources to the solution of major social and environmental problems, training people from disadvantaged communities, and generally being responsive to regional and national priorities in planning educational programs. (44, 47 50, 51)

12. Social Egalitarianism - this goal area has to do with open admissions and meaningful education for all admitted, providing educational experiences relevant to the evolving interests of minority groups and women, and offering remedial work in basic skills. (42, 45, 48, 52)

13. Social Criticism/Activism - this goal area means providing criticisms of prevailing American values, offering ideas for changing social institutions judged to be defective, helping students learn how to bring about change in American society, and being engaged, as an institution, in working for basic changes in American society. (43, 63, 49, 53).

B. Process Goals

14. Freedom - this goal area is defined as protecting the right of faculty to present controversial ideas in the classroom, not preventing students from hearing controversial points of view, placing no restrictions on off-campus political activities by faculty or students, and ensuring faculty and students the freedom to choose their own life styles. (54, 57, 60, 63)

15. Democratic Governance - this goal area means decentralized decision-making arrangements by which students, faculty, administrators, and governing board members can all be significantly involved in campus governance; opportunity for individuals to participate in all decisions affecting them; and governance that is genuinely responsive to the concerns of everyone at the institution. (55, 58, 61, 64)

16. Community - this goal area is defined as maintaining a climate in which there is faculty committment to the general welfare of the institution, open and candid communication, open and amicable airing of differences, and mutual trust and respect among students, faculty, and administrators. (56, 59, 62, 65)

17. Intellectual Aesthetic Environment - this goal area means a rich program of cultural events, a campus climate that facilitates student free-time involvement in intellectual and cultural activities, an environment in which students and faculty can easily interact informally, and a reputation as an intellectually exciting campus. (66, 69, 73, 76)

18. Innovation - this goal area is defined as a climate in which continuous innovation is an accepted way of life, it means established procedures for readily initiating curricular or instructional innovations, and, more specifically, it means experimentation with new approaches to individualized instruction and to evaluating and grading student performance. (67, 70, 74, 77)

19. Off-Campus Learning - this goal area includes time away from the campus in travel, work-study, VISTA work, etc; study on several campuses during undergraduate programs; awarding degrees for supervised study off the campus; awarding degrees entirely on the basis of performance on an examination. (68, 72, 75, 78)

20. Accountability/Efficiency - this goal area is defined to include use of cost criteria in deciding among program alternatives, concern for program efficiency, accountability to funding courses for program effectiveness, and regular submission of evidence that the institution is achieving stated goals. (79, 81, 83, 87)*

On the following page is a table that illustrates the priority ranking of each of the five groups that were administered the IGI based on their SHOULD BE responses.

Following this table is another which gives the rankings based on the numerical difference rating between the IS and SHOULD BE responses for each group.

In order to fully comprehend the category areas stated ("Individual Personal Development", for example), it is necessary to refer to the pages following the two tables which contain the descriptions of the 20 goal areas that are listed in the tables.

For a further understanding of each category area beyond the description, the reader is urged to obtain a copy of the IGI form used in this study from the Office of Institutional Research. From this copy, the reader can examine the actual questions that comprised each of the 20 goal areas.

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*These numbers represent the actual survey questions of the IGI.

TABLE II

NUMERICAL VALUE RANKING *

TOTAL AVERAGE	FACULTY	ADMINISTRATOR	STUDENT	COMMUNITY
1. Community (4.13)	1. Community (4.14)	1. Community (4.69)	1. Voc. Prep. (4.11)	1. Ind. Per. Dev. (4.09)
2. Individual Personal Development (4.10)	2. Individual Personal Development (4.00)	2. Ind. Per. Dev. (4.56)	2. Community (4.03)	1. Voc. Prep. (4.09)
2. Vocational Prep. (4.10)	3. Voc. Prep. (3.96)	3. Dem. Gov. (4.35)	3. Ind. Per. Dev. (3.99)	2. Intell. Orien (3.96)
3. Intellectual Orientation (3.87)	4. Intellect. Orient. (3.92)	4. Meet Local Needs (4.29)	4. Meet Local Needs (3.85)	3. Community (3.92)
4. Meeting Local Needs (3.86)	5. Democratic Gov. (3.90)	5. Voc. Prep. (4.27)	5. Acad. Dev. (3.83)	4. Account./Eff. (3.84)
5. Democratic Governance (3.81)	6. Meeting Local Needs (3.85)	6. Innovation (4.21)	6. Intell. Orient. (3.82)	5. Meet. Local Needs (3.80)
6. Intellectual Aesthetic Environment (3.74)	7. Academic Environment (3.78)	7. Social Egal. (4.10)	7. Intell.Aest. Environ. (3.76)	6. Acad. Dev. (3.77)
7. Innovation (3.67)	8. Intell. Aesthetic Environment (3.77)	8. Intell. Orient. (4.04)	8. Demo. Gov. (3.74)	7. Intell. Aest. Environ. (3.73)
8. Academic Development (3.66)	9. Freedom (3.75)	9. Freedom (3.98)	9. Freedom (3.67)	8. Hum./Alt. (3.63)
9. Freedom (3.64)	9. Innovation (3.75)	10. Account./Eff. (3.83)	10. Innovation (3.63)	
9. Accountability/ Efficiency (3.64)	10. Social Egal. (3.61)	11. Intellect./Aest. Environment (3.71)	11. Hum./Alt. (3.61)	
10. Social Egalitarianism (3.60)	11. Hum/Altruism (3.54)		12. Soc. Egal. (3.56)	
11. Humanism/Altruism (3.58)	11. Account./Eff. (3.54)			

TABLE III

NUMERICAL DIFFERENCE RATING BETWEEN "IS" AND "SHOULD BE" *

TOTAL AVERAGE	FACULTY	ADMINISTRATOR	STUDENT	COMMUNITY
In. Per. Dev. (1.31)	1. Intellect. Aest. Environ. (1.27)	1. Community (1.88)	1. Hum./Alt. (1.13)	1. Voc. Prep. (1.55)
Community (1.24)	2. Community (1.22)	2. Ind. Pers. Dev. (1.87)	2. Ind. Per. Dev. (1.12)	2. Intel. Orien (1.52)
Hum./Alt. (1.11)	3. Intellect. Orient. (1.17)	3. Innovation (1.36)	3. Off-Camp. Learn. (1.06)	3. Comm. (1.47)
Intell. Orient. (1.09)	4. Hum./Alt. (1.13)	4. Demo. Gov. (1.27)	4. Intell. Aest. Environ. (0.95)	4. Hum./Alt. (1.42)
Voc. Prep. (1.09)	5. Innovation (1.06)	5. Soc. Egal. (1.18)	5. Pub. Ser. (0.94)	5. Acct./Eff. (1.37)
Int. Aest. Env. (1.09)	6. Cult./Aest. Awareness (1.03)	6. Intellect. Orient (1.14)	6. Intell. Orien. (0.86)	6. Meet. Loc. Needs (1.25)
Off-Camp. Learning (1.06)	7. Ind. Pers. Dev. (1.00)	7. Pub. Ser. (1.09)	7. Innovation (0.82)	7. Acad. Dev. (1.14)
Innovation (1.00)	8. Demo. Gov. (0.99)	8. Off-Camp. Learn. (1.06)	8. Voc. Prep. (0.81)	7. Innovat. (1.14)
Demo. Gov. (0.95)	9. Academic Dev. (0.89)	9. Intell. Aest. Environ. (1.02)	9. Soc. Crit/Act (0.80)	8. Publ. Ser. (1.10)
Pub. Service (0.91)	10. Off-Camp. Learn. (0.87)	10. Meet. Local Needs (0.96)	10. Meet Loc. Needs (0.75)	9. Off-C.C. (1.08)
Meet. Local Need (0.90)	11. Pub. Ser. (0.85)	11. Human/Alt. (0.92)	11. Community (0.73)	10. Soc. Egal (1.06)
Social Egal. (0.86)	12. Soc. Critic./Act. (0.81)	12. Cult./Aest. Aware. (0.86)		11. Soc. Critic/Act. (1.03)
Soc. Crit./Act. (0.83)	13. Meet. Local Needs (0.78)	13. Soc. Critic/Act. (0.85)		12. Demo. Gov. (1.02)
Acct./Eff. (0.78)	14. Freedom (0.74)	14. Freedom (0.77)		13. Cul./Aest. (0.98)
Cult. Aest. Aware. (0.77)	15. Soc. Egal. (0.73)			
Freedom (0.71)				

* for definitions of the goals listed below, see pp. 132-135.

ALLEGANY COMMUNITY COLLEGE STATEMENT OF GOALS*

(Ranked by the College Council in terms of importance)

I. Of Extremely High Importance

- A. Academic Development
- B. Intellectual Orientation
- C. Individual Personal Development
- D. Humanism/Altruism
- E. Vocational Preparation
- F. Meeting Local Needs
- G. Social Egalitarianism
- H. Freedom
- I. Community

II. Of High Importance

- A. Social Egalitarianism
- B. Democratic Governance
- C. Intellectual Aesthetic Environment
- D. Innovation

III. Of Medium Importance

- A. Cultural/Aesthetic Awareness
- B. Off-Campus Learning

__NOTE:__ All other Goal areas and Goal statements of the IGI were ranked of low importance or of no importance.

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*For definitions of the goals listed below, see pp. 132 - 135.

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